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ABSTRACT

A model workplace literacy program is described that was designed to upgrade the basic skills of adult workers and developed by El Paso Community College in partnership with J&J Register Company, a Texas division of Philips Industries with approximately 300 workers. Pre-assessment results indicated that about 95 percent of the workers had limited English proficiency (LEP) and almost 5 percent were not literate in their primary language of Spanish. The project had three goals: (1) to develop specific job-related curricula for the workers; (2) to form an effective public-private partnership between the college and the company; and (3) to develop an operations manual suitable for dissemination to adult educators. The curriculum was based on current English-as-a-Second-Language theory that language is best acquired through holistic development of listening, speaking, reading, and writing. Instruction was developed based on a comprehensive needs assessment of the basic skills required at the worksite, including a task analysis that examined terminology, written materials, and oral communications. Classes were voluntary and limited to 80 workers who met 4 hours per week. This handbook contains information on the following topics: the Literacy Education Action program; advisory boards; recruitment and registration; assessments and placement; needs assessment and task analysis; curriculum development and methodology; evaluation; dissemination; and partnership extension. Eight appendixes provide the following items: sample agendas; a summary of answers from the first advisory board meeting; recruitment fact sheet and flyer; an LEA enrollment form; student demographic charts; sample lessons; proposal for continuation; and letters from participants to the company. Contains 6 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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WORKPLACE LITERACY DEMONSTRATION PROJECT

**Project Funded by Texas Education Agency
Adult and Community Education Program**

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**PHILIPS
INDUSTRIES INC.**

**Air Distribution Group
J&J Register Division**

Manufacturing Quality Components for Better Building

J&J Literacy Program - The Employer's Perspective
June 29, 1990

Our original goals as stated in June 1989;

"It is our goal with this program to raise the personal esteem of the participants, improve their communication skills, and enhance their lives."

There is no doubt that this program met these general goals for the twenty plus students who completed the classes. Not only has the self-esteem of the participants been increased, but the prestige of the company too. One third of the students wrote letters requesting J&J to continue the program. This certainly demonstrates improved communications skills! One fourth of the students will enhance their lives further by enrolling in Community College classes for additional education. Self esteem is hard to measure, but a high level is necessary to carry a person through the process of changing obstacles to challenges and on to achievements.

Additionally we hoped to achieve the following results:

1. Reduce quality rejection rate while increasing quality controls.
2. Improve safety record.
3. Reduce credits issued due to manufacturing errors.
4. Increase employee awareness of and compliance with work rules.
5. Improved compliance with non-standard production requirements.

All the above have been positively affected. However because there have been multiple influences, and because of our limited measurement instruments, we are unable to attribute the change to this program specifically and only. While we can't claim or deny the Literacy Program created a specific gain in the above areas, we are aware of the following: Cooperation and communication has increased. Literacy increased dynamically, 2 years growth in 20 weeks for some people. The students have told us they didn't know before that J&J cared about them. Employees were grateful for the opportunity and wished to continue. The participants have met the challenges of making this program a part of J&J. That is a worthwhile achievement.

J&J has concluded the need exists, the program is effective, and we have an obligation to continue and improve it. We are sure this type of program will enhance our effectiveness in the business world as an employer, and manufacturer.

J&J Register
Division of Philips Industries

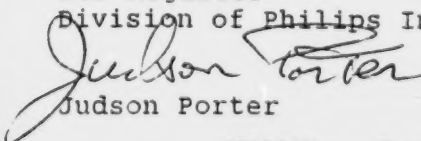

Judson Porter

TABLE OF CONTENTS

	Page
Literacy Education Action.	1
Model Workplace Literacy Demonstration.	3
Advisory Boards.	5
Recruitment & Registration.	16
Assessments & Placement	22
Needs Assessment & Task Analysis	28
Curriculum Development & Methodology.	32
Evaluation	39
Summary of Results & Recommendations.	51
Project Dissemination	60
Partnership Extension	61
References	63
Appendices	65

LITERACY EDUCATION ACTION

The Literacy Education Action (LEA) program was established in the fall of 1985, under the initiative of the President of El Paso Community College, Dr. Robert Shepack. At the time, Sandra Tate, a member of the English faculty, was released from full-time teaching responsibilities to coordinate the program. Reporting to the Vice-President of Instruction, Ms. Tate worked with faculty members from the reading, sociology and ESL disciplines to implement the plan of action for the program. LEA is now institutionalized, with a full-time director, who reports to the Dean of College and Community Educational Development.

During 1985 and 1986, LEA concentrated on developing its own literacy tutoring program, including recruiting and training volunteer tutors and recruiting community members with reading skills below the sixth grade. Using a language experience teaching approach, assistance is provided for English speakers, Spanish speakers, and bilingual individuals. In the fall of 1986, LEA opened the Literacy Center at the Rio Grande Campus of El Paso Community College (downtown) with seed money from a Levi Strauss grant. The center is the hub of all LEA activities.

Throughout 1986 and 1987, LEA provided leadership in developing a network of community literacy groups and providing support to other groups in literacy activities. The College obtained a grant from the Urban Literacy Network to fund the El Paso Literacy Coalition and assisted the El Paso Public Libraries to receive funding through the Texas State Libraries and Archives Commission in order to offer ESL literacy classes, family literacy classes and computerized assisted instruction at the libraries. Funds were also awarded by the local Private Industry Council to provide tutorial services to eligible students. The inclusion of Levi Strauss in this program enabled LEA to also take a leadership role in the development of workplace literacy programs.

An important goal of LEA is to support a literacy network in the El Paso community. A clearinghouse directory was published that lists all literacy related services in El Paso. Further, a computerized referral program was developed in order to provide appropriate information to students regarding other services and programs in the County. Finally, the College works closely with the local media on literacy awareness activities, including cooperation with the El Paso Herald-Post in its Year of the Printed Word program and the local PBS and ABC stations in Project Plus.

LEA has organized its programs to effectively utilize institutional funds so that opportunities to seek and obtain external funding are maximized. From its inception in 1985, LEA has become an established and strong program not only within the College and El Paso communities, but has also provided leadership in the state and national literacy movement. A sincere and solid institutional commitment provided the support and impetus to attain these achievements. This commitment is rare but vital to the eradication of illiteracy. We know we have a long way to go, but we have a strong vehicle to get there.

WORKPLACE LITERACY MODEL DEMONSTRATION PROGRAM

INTRODUCTION

The purpose of this project was to develop and implement a model workplace literacy program designed to upgrade the basic skills of adult workers. The program was developed in partnership with J&J Register Company located in Horizon City, a rural community approximately 14 miles outside the city of El Paso, Texas. J&J Register is a division of Philips Industries, Dayton, Ohio, and has over 40 companies throughout the nation and Canada. J&J Register employs approximately three hundred workers and estimates that the majority needed to develop literacy or English language skills. Our pre-assessment results indicated that approximately 95% of the workers at J&J Register Company had limited English proficiency and almost 5% of those employees were not literate in their primary language of Spanish.

The project had the following goals:

1. To develop specific job related curricula which will develop literacy, basic and language skills for employees to communicate effectively in the workplace and to understand needed worksite terminology.
2. To form an effective partnership with J&J Register Company so that literacy, basic language skills instruction can be delivered to employees of the company.
3. To develop a manual that can be disseminated for adult educators that describes this model workplace literacy program, operational procedures related to developing and implementing the program, and curriculum materials developed as a result of implementing it.

The curriculum was based on current ESL theory and research which supports the theory that language is best acquired through holistic development of listening, speaking, reading and writing. Instruction was developed based on a comprehensive needs assessment of the basic skills required at the worksite including a task analysis that examined terminology, written materials and oral communications. A Program Advisory Board, made up of company personnel and workers, was involved in the curriculum development process to ensure that instruction was relevant and materials were accurate and appropriate. The results of the needs assessment and task analysis were utilized to develop job specific basic skills materials for each level of instruction. Supplemental materials were also provided to meet individual needs not addressed in the job specific materials. Project staff developed the instruction and materials, while the company provided space for the classes and established and maintained the supplemental materials resource library.

The classes were designed to involve as many interested employees of J&J Register as possible. Classes were voluntary and limited to a total of 80 participants; this permitted small group instruction, approximately 20 participants per class, for four hours per week.

In addition to developing a model for workplace literacy instruction and direct service to limited English Proficient adults who need literacy training, this project developed a public/private partnership design model that can be replicated elsewhere. This handbook details the major tasks and activities undertaken to achieve the objectives of this program.

ADVISORY BOARDS

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Program Advisory Board

Public/Private Advisory Board

The establishment of two Advisory Boards was crucial to the successful development of this program. The first board, the Program Advisory Board was necessary to develop and implement the model at J&J Register Company. The members on this first board were all employees of J&J Register or Philips Industries, the parent company of J&J Register, and were involved in the entire development of this model. By providing input into curriculum design and participating in the ongoing evaluation process, among many other activities, their involvement throughout the course of this program was very important.

The second board established during the development of this model program was the Public/Private Advisory Board. Members from the business community, Private Industry Council, Texas Employment Commission, Texas Rehabilitation Commission and local adult educators were invited to provide input and suggestions in order to establish an effective communication system between businesses and the Community College to replicate this model and to establish partnerships between business and education.

Program Advisory Board

The first priority of the program was to assemble a group of key employees at J&J Register Company to provide input and to support the program. These persons, while serving on the Program Advisory Board, assisted in the establishment and evaluation of the program; they also followed and guided its progress. This group assisted with the development of curriculum. The company liaison, Mr. Judson Porter, a sales engineer at J&J Register, the Project Coordinator and Project Director invited the following persons to serve on the board:

Judson Porter	Sales Engineer, J&J Register
Larry Coch	Safety & Personnel Director, J&J Register
Mike Myers	General Plant Manager, J&J Register
Alfredo Torres	2nd Shift Plant Manager, J&J Register
Ernesto Cano	2nd Shift Foreman, J&J Register
Hector Carrasco	Union Steward, J&J Register
Lydia Gallegos	1st Shift Supervisor, J&J Register
Neil Webster	Area Value Analysis Coordinator Corporate Office, Dayton, Ohio
Rika Zimmerman	Human Resources Coordinator, Corporate Office, Dayton, Ohio

Ex-Officio: Tess Saenz, Project Coordinator, EPCC
Carol Clymer, Project Director, EPCC

Broad representation from all levels of management lent support and helped meet the goals of the program. Upper management members from J&J Register provided valuable information on company procedures and policies that were used in lessons. Upper management provided input on accident prevention policies and vocabulary/expressions related to special orders such as questions and answers pertinent to the specifications of the different air conditioning registers manufactured at the company. The union steward stressed the importance of incorporating life skills into the lessons because the program was very important for the personal development of many of the participants. Two other representatives from the corporate offices in Dayton, Ohio were also very supportive and very involved throughout the process. Meetings for the Program Advisory Board were frequently scheduled when these corporate officials were making visits to the plant in order to involve them in the program as much as possible.

The Program Advisory Board played a very important role in the initial and developmental stages of this model program. Through very open and honest dialogue, the first meeting established the template for subsequent meetings. At this meeting the Program Director and Program Coordinator presented the grant and program, discussed the assessment and placement process, and reviewed the curriculum format. Board members quickly became involved in the recruitment process by helping with the design and content of the flyer and several also volunteered to serve as sign-up contacts during the recruitment process.

Board members were also very receptive because they recognized J&J Register's need for such a program and realized the importance of their role in making it successful. This support was evident from all levels. Management was more than willing to let non-management employees attend Board meetings during the work day, meetings that sometimes lasted more than two hours.

Another example of company support was that curriculum development meetings were held during work hours. Further, supervisors from the second shift, who normally go to work at 4:00 p.m., were more than willing to attend curriculum development meetings in the morning. At these meetings, the Board provided ideas, suggestions and recommendations on the needs of the employees including communications skills that were troublesome to the employees. For example, board members reported that many of the employees had trouble understanding special orders and needed commonplace forms to be translated into Spanish. The plant manager and first shift supervisors collected all written materials used by employees on a daily basis. These materials were reviewed at the curriculum development meetings and difficult or unusual vocabulary was identified and incorporated into the curriculum.

The Program Advisory Board helped plan the recruitment and registration process (see Recruitment) and provided contacts for the Public/Private Advisory Board, as detailed in the next section. It also established the supplemental materials resource library for participants in the program. These materials consisted mainly of books, magazines and other types of reading material of general interest donated by the Salvation Army. The company liaison and the Project Coordinator hand picked several hundred books for the library. The library is centrally located in the plant and all employees of J&J Register made full use of it, taking and borrowing books as needed.

The evaluation process also involved the Program Advisory Board. At each meeting, the Project Coordinator reported on the progress of the program and on any difficulties. Members of the board were always contributing ideas and suggestions in order to improve the program. Their direct involvement in the evaluation process is discussed in the section dealing with evaluation.

Planning was an essential part of the success of the Program Advisory Board. Agendas were prepared in advance to guide the meetings through relevant and necessary topics. Sample Agendas are found in Appendix A. These agendas were prepared by the Coordinator and Director with input from the company contact, Mr. Porter. Having a written plan of action gave the meetings a sense of direction. Agendas were always sent in advance to company officials for routing, in this case through Mr. Porter; thus, members were always prepared for relevant discussion. It must be pointed out that the strong commitment from Mr. Porter to the project, facilitated the relationship that developed between the E.P.C.C. Literacy Center and J&J Register.

Mr. Porter was the main company contact. From the beginning of the Project, Mr. Porter was wanted to make the program at J&J Register a success. Before our first unofficial meeting, he already had several places in mind for the classes, and knew which persons at J&J were willing to support this program. He contributed significantly in each stage of the project, giving his time during the work day to help out with such things as conducting evaluations, organizing the resource library, and shuttling program visitors to and from the airport. Having a dedicated, committed contact at the company like Mr. Porter is crucial to an effective workplace literacy program.

There are several important factors that need to be considered when establishing a Program Advisory Board within the company. Since the main purpose of this board is to help facilitate a relationship between the education partner and the business partner, it is important to consider the following when selecting members for the Board:

1. *Is there broad representation on the board? Entry level, supervisory level, mid and top management employees are all important to the composition of the Board. This is important in order to serve not only the needs of the company but also the workers themselves, who are served by these programs.*
2. *Are these members supportive of the program? Some employees might be skeptical about an educational program and may not understand its benefit to the company. This needs to be addressed at all levels of employment.*
3. *Is there one person that both the company and the literacy provider can rely on to keep lines of communication open? One key company person has to be willing to donate work time to the program by assisting at every step, and generating and maintaining the company's commitment to and interest in the program. Further, it is better if this person is involved willingly and has enthusiasm for the program.*

In sum, the workplace literacy program was able to develop successfully due to the broad representation from all levels at J&J Register, full company support and one key person, all involved in the project and on the Program Advisory Board. It is important to remember the following suggestions when dealing with the Advisory Committee:

1. *Contact the company at least two weeks prior to scheduling a meeting to make sure there aren't any company activities, i.e., training, already scheduled that might interfere with the meetings. Flexibility is very important.*
2. *Try to have one key player to whom you can send any memos, notices, etc. relating to Board meetings. This person should also be willing to route these notices and in general assist with setting up the time and place of the meetings at the company.*

3. *If working in a bilingual situation, have a bilingual person assist LEP members of the Board at meetings with translating and interpreting. There should never be a language barrier.*
4. *The Program Coordinator and Company Liaison should make sure that workers feel comfortable at meetings with top management officials, encouraging them to participate and making sure workers serving on the Board are included and don't feel left out.*
5. *Prepare agendas and make follow-up calls and reports. Agendas will keep meetings organized and focused; the Board should be informed of the program's progress at all times.*

Public/Private Advisory Board

In order to establish an effective communication system to develop workplace literacy partnerships between companies and the Community College, a Public/Private Advisory board was established. Members from the business community who had approached the Literacy Center in the past for literacy or E.S.L. training and assistance were contacted as were other agencies like the Private Industry Council, Texas Employment Commission, Texas Rehabilitation Commission, local literacy coalitions and local adult education providers. The President of El Paso Community College and the Dean of College and Community Educational Development also attended the meeting to provide support to the partnership and the efforts being made to promote workplace literacy and establish business/education partnerships in the area.

This Board's establishment was necessary not only to expand the model for use in other local businesses, but also to generate interest in public/private partnerships given the national concern and local need to upgrade the basic, literacy and English skills of workers.

The first meeting was very productive. After introductions were made by the Project Director, the Project Coordinator presented the model developed at J&J Register Company and its operational procedures. Afterwards, the project's external evaluator, Ann Lomperis, gave a presentation on the national concern and trends in workplace literacy. These trends indicate that an increasing number of workers will need literacy training in the future. The consultant's presentation included a review of steps that need to be taken to establish and implement effective workplace literacy programs.

To prepare the participants for this first meeting, they were sent packets that included a set of working session questions developed by Forrest Chisman of the

Southport Institute, an agenda, and some recent articles on workplace literacy approximately one week in advance. The working session questions were designed to establish the interest and concern for workplace literacy partnerships to exist in El Paso. The four questions were:

- 1. Why will businesses invest, or not invest, in basic skills, literacy or ESL instruction that might benefit their workers and improve productivity?*
- 2. What types of educational programs are businesses willing to support, under what conditions, and for what reasons?*
- 3. What changes are required in corporate planning, management practices, and other aspects of corporate culture to maximize the success of basic skills programs, and in particular, to link them to job-specific training, opportunities for advancement, and other aspects of investment in human capital?*
- 4. How effective are workplace basic skills programs in achieving the goals of employers and employees and in achieving gains in productivity?*

Participants at this initial working meeting then formed small groups and discussed a set of questions. The answers they gave have been summarized and are part of Appendix B, along with the agenda and sample letters inviting participants to the working meeting.

Response to the first meeting and to the establishment of this Public/Private Advisory Board was very positive. Members expressed appreciation for having had the opportunity to come together and discuss the issue of literacy and educational training from the perspective of business, education and community service agencies.

A subsequent meeting addressed the direction of the Board and what specific needs it had to address in order to replicate this partnership model with other

businesses. The following suggestions and recommendations fine tuned the role and direction of the Board and indicated how to get more business representatives involved:

1. *Business has to see the benefit(s) of having a workplace literacy program. What will they get if they invest?*
2. *The function of this Advisory Board has to be clearly defined. Is it to promote workplace literacy, or is it to help establish partnerships or both?*
3. *Each Advisory Board meeting should concentrate on one subject or theme. This will focus discussion and input towards something specific and also give the meeting priority when a business person has to choose what event he/she will attend.*
4. *Because business leaders run on such a tight schedule, it is best to schedule meetings before the work day begins, i.e. 7:00 or 7:30 a.m. Business people also need plenty of time to plan for these meetings; it is likely that they are already involved in other projects. Reminder calls, messages and follow up letters help members make Board meetings a priority.*
5. *Members of the Board should also be involved in recruiting other businesses and community leaders interested in workplace literacy. Contacting the Chamber of Commerce for help with this endeavor is also advisable.*
6. *In order to formalize the role of this Advisory Board, it is recommended that meetings be held regularly and committees and sub-committees be formed. These committees can be in charge of affairs such as setting up meetings, publicity, recruitment, summarizing meetings, follow up calls, etc.*
7. *In order to expand the model to other businesses, partnerships must be flexible in order to meet the needs of different types of businesses. For example, board members felt that if a business cannot afford a paid instructor, volunteers can be just as effective in some situations.*

8. *A marketing strategy for promoting workplace literacy in the local area is also recommended. A model can be used to present workplace literacy programs to businesses, but there should also be newsletters and articles in the local newspaper to generate interest and to make businesses become aware of the need for literacy programs at the workplace.*

This second Public/Private Advisory Board meeting was very important for El Paso Community College; it helped define its role in future partnerships and as a promoter of partnerships between business and education. Furthermore, with the support of the Public/Private Advisory Board, the outcomes of this model program will be used to replicate the model in subsequent partnerships between El Paso Community College and El Paso businesses.

RECRUITMENT & REGISTRATION

RECRUITMENT & REGISTRATION

I. Recruitment

After the initial Program Advisory Board meetings and curriculum development meetings were held, the recruitment process was the next stepping stone to get the program underway at J&J Register Company. The Program Coordinator became directly involved with the workers in order to develop an effective and beneficial relationship. Furthermore, by being in direct contact with the supervisors, foremen/women, and operators out on the plant floor, the Program Coordinator began to informally learn about the language skills as well as the cultural and social background of the persons who would participate in the program.

The first step in recruitment was to determine the best schedule and location for the classes. Because the company was not able to offer release time, classes were offered immediately before and after work hours. This arrangement served both the day and night shifts. Participants in the first shift attended class between 4:15 and 6:00 p.m.; and night shift students attended class between 2:00 and 3:45 p.m. The company was not able to provide an adequate classroom in the plant itself, but a local Catholic church offered its facilities to the program for the hours needed, Monday through Thursday, from 2 - 6 p.m..

The Project Coordinator designed the flyers in both English and Spanish; they contained schedules and location of the classes. Also, a fact sheet in English and Spanish was distributed to all supervisors so that they could provide detailed information about the program to interested employees. The fact sheet and flyers are in Appendix C. The Advisory Board members, 1st and 2nd shift plant

managers, and the general plant manager, who all worked on the plant floor, were very helpful in the recruitment process.

When recruiting employees for a workplace literacy program, the needs and abilities of those employees targeted for participation must be kept in mind. Some suggestions for recruitment are:

1. *Flyer design should be simple and contain only relevant information; for example the starting date, times, and place. Employees usually don't have time during the work day to read a detailed description of an E.S.L./literacy program. Colorful paper and big letters always draw attention and should be aimed at LEP adults.*
2. *Flyers should be posted in heavy traffic areas as well as in each department. The lavatory area and time clock area are also good places. If there is a cafeteria or break room, flyers should be posted there as well.*
3. *Flyers should be posted several weeks before classes are scheduled to begin. This will help generate interest and give employees enough time to think about whether or not they would like to enroll.*
4. *Try to recruit several employees to help post the flyers. This will allow other employees to identify with the program and want to get involved.*
5. *If it is an LEP program, make sure the flyers are not only in English, but also in the native language of the targeted population. This will greatly facilitate understanding and serve to eliminate barriers up front. Many students may not understand English at all.*
6. *Provide a 'fact sheet' to the supervisors and managers involved in the recruitment process that details the program. This information is important for supervisors to have so that interested employees can obtain more information from them about the program before deciding to volunteer and commit themselves. It also lets the worker know that the supervisor is informed of and supportive of the program.*

7. *The supervisors, foremen, or other employees who volunteer to provide information and answer questions about the program should also provide support and encouragement to those employees interested in participating.*
8. *A meeting between the Project Coordinator and the above mentioned persons is recommended answer anticipated students' basic questions, and to outline:*
 - a. the goals of the program;*
 - b. the schedule;*
 - c. registration and assessment process and,*
 - d. curriculum.*

II. Registration

The registration process outlined in this manual and carried out in the program consisted of a presentation given by the Project Coordinator and a sign-up immediately after the presentation. When employees signed up for the classes they also signed up for the intake/assessment process which is discussed in the following section.

J&J Register holds monthly safety meetings in each department and it was at these meetings that the Project Coordinator made a formal presentation of the program to all the employees. During the presentation, done in Spanish, the Project Coordinator covered all aspects of the program including conditions of participation, information about assessment and classes, and particulars for registering. Below is an outline of the information covered and an example for each item.

1. Conditions of participation: *The program is free, voluntary and limited to eighty employees from J&J Register.*
2. Registration/assessment process: *Registration and assessments only take 20 to 25 minutes and can be done in either English or Spanish; results are used to place students in the correct level, participants should not worry about the difficulty of test; Assessment Specialists are bilingual.*
3. Times and locations of assessment: *The assessments will be held at the front offices of J&J; employees will be called when it is their turn.*
4. Company policies regarding attendance: *There is no penalty at work for dropping out or for being absent.*
5. Class schedule: *The course will last 25 weeks; time off will be given for the holidays.*

6. Homework requirements: *Participants should be prepared to do homework.*
7. Class organization: *There will be 2 levels, an entry and a more advanced level; students needn't worry about the classes being too difficult.*
8. Class content: *The teacher speaks Spanish so students don't have to worry if they don't speak any English at all.*
9. Other important items: *There will be different themes that will help students at work and with other life skills.*

During the presentation the Project Coordinator tried to encourage the employees by getting feedback on the following:

1. *Is the program a good idea for the company?*
2. *How many need or would like to learn how to speak, read and write English?*
3. *How many feel the schedule is okay?*
4. *How many have taken any type of English class before?*

These questions let the employees get involved as opposed to just having the Project Coordinator do a monologue. This interaction also facilitated questions from the employees and it served to encourage them to participate in the program. Many of the questions had to do with the difficulty of the course; students were afraid of being placed in a level they thought would be too difficult. The results showed that several of these persons were in fact, at a higher level than they thought. Clearly, a lack of self-confidence was evident in many of the persons interested in, but afraid of, taking the course.

Immediately after each presentation, interested employees were allowed to sign-up for the intake/assessment process. Students were given a reminder slip with the

time and date of their assessment. The Coordinator made several visits back to the plant to the different departments to check with employees who needed to think about it, or who needed to check with their car pool driver and/or spouses before committing themselves to the program. The total number of employees who signed up was 82, more than was originally anticipated.

The following suggestions may be useful when carrying out a registration:

1. *Prepare sign up sheets; they should include date and time of assessment next to the name of participant.*
2. *When signing students up, also give them a reminder slip with the date and time of their assessment. Make sure they know exactly where assessments will be held to avoid last minute confusion.*
3. *Try to have the company provide an assistant for this process. Many times participants are unsure of where to go, forget the place and time or are simply afraid and need someone to encourage them. Therefore, seeing a familiar face helps. Also, the assistant will know in which departments to look for the employees who are scheduled for assessments.*
4. *If the company is able to provide an assistant, the Project Coordinator can participate by greeting the participants as they enter the front office area, for example, and then walk them to the designated area or office. She/he can also introduce the participant to the Assessment Specialist to help break the ice and ease any anxieties that the participant might have.*
5. *In a bilingual setting, it is very helpful and can even be crucial to a program if the Project Coordinator speaks the native tongue of the majority of the participants. In our case, speaking Spanish during this registration process helped the participants feel more at ease and also helped build a relationship with the Project Coordinator, who was also the Instructor.*

ASSESSMENTS & PLACEMENT

ASSESSMENTS & PLACEMENT

I. Assessments

Assessing the needs of participants in order to place them in a class that addressed their needs was a three day process. Based on the results, levels were established according to student needs. Four trained Assessment Specialists from the El Paso Community College Literacy Center staff were available at J&J Register for the entire process.

Only 74 of the 82 who originally signed up were assessed; some employees were on vacation or leave of absence, and several others decided they didn't want to participate after all. It is possible that a few persons in the latter group didn't want to deal with the negative peer pressure from co-workers for having enrolled in an educational program. This assumption has been made based on the heckling and jeering that sometimes occurred when the participants went to the front offices for their assessments. In another case, one individual was totally illiterate in English; though he could speak it very well, he was afraid to have his co-workers find out. We were able to serve his needs outside the workplace literacy program by having him enroll in the private tutoring program at the Literacy Center.

The intake/assessment was a two part process and lasted approximately 25 minutes. The first part involved obtaining the participant's personal and educational background information. It also included an interview with questions regarding the participant's interests and motives for taking the course. Finally, there were several questions about the participant's vocational goals; they are included in Appendix D.

The second part of the intake/assessment process was the actual assessment of the participant's reading level. The Woodcock Language Proficiency Battery, developed by Richard W. Woodcock, was used because it tests reading skills in both English and Spanish and it is given orally. This test determines whether a person is functionally illiterate in Spanish or just in English, in which case there is a need for English as a Second Language instruction.

There are three components to the English section which are used in the assessment: (1) letter-word identification, (2) word attack and (3) passage comprehension. The first of these three components requires the person to identify isolated letters in different lettering styles. The second component, the word attack, requires the person to try to read letter combinations that are not actual words and words that rarely appear in written English. The last component in the English version of the test is the passage comprehension. In this component the person studies a short passage and then identifies a missing word that would be appropriate in context.

In the Spanish part of the test, only the passage comprehension component of the Woodcock Language Proficiency Battery as described in the above paragraph was used.

Participants who signed up were eager to begin classes and wanted to get the assessment process over as soon as possible. The assessment process also seemed to intimidate them. For best results consider the following:

1. *The Woodcock measures reading skills in both English and Spanish. If another instrument is used, do not ignore the reading skills the participant may have in his/her native language.*
2. *Try to provide quiet, isolated areas for each assessment; participants will be able to concentrate better and will not be easily distracted.*

3. *If there are enough people on the testing staff, schedule up to three assessments simultaneously; this will save a lot of time.*
4. *If possible, get Assessment Specialists, who have some knowledge of the participants' native language. Participants will feel more at ease.*

II. Placement

Assessment results were very important in the placement of participants into the correct levels. They also determined what levels needed to be established to meet the needs of the participants in this program.

The assessment results showed a high percentage of participants who were literate in their native language of Spanish; over 55% had a reading level higher than the 6th grade. However, the reading levels dropped dramatically from Spanish to English; 95% had below a 6th grade reading level in English. Appendix E contains graphs with the results of these pre-assessments.

A meeting between the Assessment Specialists and the Project Coordinator was held to determine what levels of instruction would meet the needs of the population. Although program staff wished to offer four levels of instruction as need indicated, due to time factors related to the company's schedule, only two levels of instruction were established. Participants were placed in either the entry/intermediate level (Level I) or the intermediate/advanced level (Level II).

An Orientation was held a week before instruction began. This orientation once again brought the Project Coordinator into personal contact with the participants before classes started. At the orientation the Project Coordinator announced the exact starting date and time for each class, the location and how to get there from the worksite and the supplies participants should bring to each class. The class schedule follows:

SHIFT	LEVEL	DAYS	TIME
Day	I	T & TH	4:15-6:00 p.m.
Day	II	M & W	4:15-6:00 p.m.
Night	I	M & W	2:00-3:45 p.m.
Night	II	T & TH	2:00-3:45 p.m.

The Project Coordinator announced the schedule and also gave each participant a card with their class time and level. Participants were asked if there was a transportation problem so that assistance could be provided if needed. This was a difficult task, since several participants carpooled with others that were placed in another level. A few participants were not willing to find a solution to their transportation dilemma; they preferred to stay with friends in a level that was not meant to address their needs. Consequently, participants were allowed to attend the class that best suited their transportation arrangements. The difficulty in transportation was a major cause of attrition and is addressed in greater detail later in this manual.

Several factors need to be considered in placing students in appropriate levels so that participants feel comfortable and can identify with the level of instruction. They are:

1. **Transportation:** Dealing with transportation problems is very time consuming, but should not be ignored. As long as participants are willing to make the commitment to attend the course, the company should try to find a way to get students home from class. They can form a different carpool when they find out what their class schedule is, and the Project Coordinator may have to set up a system to get persons going to the different parts of town hooked up with those persons needing a ride. Perhaps the company can provide a vehicle to those areas of town where many of the participants live. Note: this problem will not surface if classes are given during company time.

2. **Family:** it is possible that participants who have family members (i.e., spouse, sibling, mother or father) working at the plant and enrolled in the program may not be placed in the same class, but they will want to attend at the same time anyway. Talk to these persons separately; help them realize that splitting up for class will be beneficial if both family members are not at the same level. This may also apply to close friends who want to be in the same class even though it is not appropriate.
3. **Levels:** there may be several participants whose reading level is too high and whose needs cannot be addressed in a Literacy/E.S.L. program. Try to involve these persons as teacher's aides/helpers. During certain exercises they can be paired off with students who need more individual assistance. Ideally, however, the instructor should try to schedule a separate class for them or refer them to other programs. If there is a limitation on how many instructors can be hired, a paid tutor with supervision from the instructor, may be able to work with a separate group. If additional staff cannot be hired, then a subsequent teaching cycle may be able to address their needs instead of trying to address everyone's needs at the same time.

**NEEDS ASSESSMENT
&
TASK ANALYSIS**

NEEDS ASSESSMENT

&

TASK ANALYSIS

J&J Register is located in the Lower Valley area of El Paso County and is characterized by extreme levels of poverty and undereducation. Figures supplied by the company indicated that of approximately 300 workers, 98% are Hispanic and 95% are limited English proficient. Of those employees, approximately 65% were estimated to read below the 8th grade level in English. The Literacy Center of El Paso Community College was approached by J&J Register's management to provide assistance because they were increasingly aware of the negative impact of illiteracy on their workers, both economically and personally. Company officials were interested in providing educational assistance to company employees, who for the most part live in Fabens, Texas, a rural community which has limited access to adult education.

Before this grant was awarded by the Texas Education Agency, J&J Register Company had already identified the need for an E.S.L./Literacy program at their company. The need was not formally established by professionals, nor was it based on the above demographic data presented above. Rather, the company realized that errors in production and one particular error in shipping were made because one employee could not understand simple directions, in English, on a special manufacturing order. In order to identify the specific skills that workers needed to perform their jobs more effectively, a literacy task analysis was performed to define the oral and written communication needs of employees at the workplace.

It was important to assess the specific needs of J&J Register Company before actually developing a program to meet these needs. The following questions were reviewed by management officials before the program was implemented:

- 1. What basic language skills are/will be required to perform particular jobs?*
- 2. What goals/standards are not being met at the company?*
- 3. Are there enough employees needing help to justify the establishment of such a program?*
- 4. Is the company prepared to release staff from their duties to help with the development of the program?*
- 5. Is there an appropriate space available at the worksite to accommodate an on-site program?*

By answering the above questions, management officials at J&J Register were able to measure the degree of support they were willing to give to the program.

Although there wasn't an appropriate space available at the worksite to conduct the classes, other factors indicated that management supported the program. For example, the company released all employees who served on the Program Advisory Board to attend meetings during work hours. Also, a secretary was released to assist in the recruitment, registration and assessment processes, and all participants were released from their work duties for assessments.

The most important training need at J&J Register was for reading skills, specifically special orders. This need was addressed throughout the implementation of the program. The need for speaking English on the job was more complicated, however. Supervisors and employees were used to operating the work floor in Spanish, with communication to officials accomplished through a few bilingual employees. Employees at all levels agreed that learning English was beneficial for the company and would probably enhance the quality of life and the attitudes of those persons in the program both at work and at home.

A literacy task analysis then provided the important data about the communication skills that were needed on the job as well as the kind of instruction that would meet the needs of the employees to help them perform their jobs effectively. The analysis identified specific vocabulary and expressions needed by the workers to communicate effectively, orally and in writing, on the job. The analysis also aided in determining if workers needed literacy instruction, ESL instruction, or a combination of the two.

At the first board meeting and initial curriculum development meetings, supervisors played a key role in identifying basic skills needed by employees. Because these persons worked closely with the jobs and employees who were targeted for instruction in this program, they were able to provide information about any writing, reading or oral communication needs and deficiencies.

To help with the development and design of the job specific curriculum, the plant manager and supervisors gave a general overview of each department and its role in the overall manufacturing process. All written materials, including telephone messages, the employee manual and safety handbook, special order forms, and forms like the daily production report, the accident report and a job application were collected and analyzed.

As part of the task analysis, interviews and observations in each department, at each manufacturing step, were conducted with employees and supervisors to determine the basic skills necessary to perform their jobs. The company liaison, Mr. Judson Porter, assisted the Project Coordinator throughout the interviews and observations. Notes of these interviews and observations of workers at their work stations provided the groundwork for the content of the curriculum.

In each area, supervisors, leadpersons, and operators were interviewed about the following:

1. *What task is being performed?*
2. *What tools, materials or machines are used?*
3. *What is the purpose of each tool or machine?*
4. *What is the relationship between the task being performed
and the final manufactured product?*
5. *What literacy and language skills were required to
perform this task?*

The Project Coordinator compiled the results of these interviews and observations by manufacturing area and presented them to the Advisory Board for review. These results were used in the development of the job specific lessons. Specific details of the construction of the lessons follow in the next section on curriculum development and methodology.

**CURRICULUM DEVELOPMENT
& METHODOLOGY**

CURRICULUM DEVELOPMENT & METHODOLOGY

Based on the information obtained during the needs assessment and task analysis, the Project Coordinator developed the curriculum. Curriculum development was an ongoing process throughout the 25 week course; the students assisted by providing input related to their needs, both in and out of the workplace. In addition to job specific content, life skills components were integrated with the approval of the Advisory Board. Many topics considered "life skills" complemented the development of job skills and interpersonal on-the-job communications. In addition, addressing life skills positively impacted students' development of literacy behaviors and self esteem - both necessary components for successful learning. Inclusion of life skills subjects also provided the Project Coordinator with a broader base from which to draw interesting reading material.

Life skills lessons addressing health, current events and family issues related to students' job attendance, personal motivation and attitudes. Such topics also provided ample, rich opportunities to help students develop critical thinking skills using their own prior knowledge as a base.

To ensure an adequate transfer of learned information and skills to real-life, as well as work situations, basic skills developed in the job specific lessons and the life skills lessons were interchangeable. Specific structures and expressions presented in job specific lessons also were applied to communication needs outside the workplace.

Each lesson was initially designed cover one class period (2 hours), but this plan was modified to extend each lesson to four hours and include more learning activities. The instructor noted that participants needed more time to grasp

material especially in Level I classes. For many participants, this was the first time they had attended a class in over 10 years. This increase improved participants' retention and helped reinforce the material presented.

The instructional methodology utilized for this project was based on a five step whole language model developed by Dr. Elizabeth Quintero and Ms. Cristina Velarde, two early childhood education instructors at El Paso Community College. The model initially was developed for a family literacy program, but it is also used in many of the Literacy Center programs and is highly adaptable to adult basic education programs.

The first step of the model, the Initial Inquiry, is an oral language activity; the teacher presents a theme for discussion. This step develops questioning skills and vocabulary learning. As new or key vocabulary emerges through discussion, the teacher writes the words on the board. Students copy the new words into their notebooks and practice spelling and pronouncing aloud. Job specific vocabulary and themes were developed in this stage.

The second step is the Learning Activity where a key concept (i.e., how to tell your supervisor what you are doing, how to report an accident at work, etc.) is directly related to the vocabulary and theme recently introduced. This is a hands on activity where students have a chance to internalize the concept through some type of oral and written skill development.

In the third step, Language Experience, the class works together as a team or in smaller groups to write sentences, a paragraph or a story based on their experiences and/or the discussions. Simultaneously, the teacher works as a facilitator to help the students put their words into print. These experiences are related in some way to the lesson's theme and can be a personal or group experience, usually relating to work.

Reading in Context is the fourth step. Teacher and students read from the newspaper, magazines, or work manuals to reinforce vocabulary from the previous exercises and also develop reading comprehension. Students may read aloud, to themselves or use a combination of both strategies depending on their level. Comprehension exercises always follow the readings.

The last step is the Home Assignment. In this step, students reinforce the learning of material presented in class and apply it to their own situation at work or at home, through a specific activity to be completed outside of class.

Two sets of lessons were designed, one for Level I and another for Level II. The following is a list of the lessons presented during the 25 week course:

LEVEL I

1. Forms & Applications
2. On the Job-What Do You do?
3. Family-Descriptions
4. Shapes & Colors
5. Getting Around
6. Review
7. Time-Days & Dates

LEVEL II

1. Forms & Applications
2. On the Job-Benefits
3. Family-Descriptions
4. Directions-On the job
5. All About the Town
6. Time Management
7. Health-Being Sick & Accidents

LEVEL I

8. Health-Being Sick
9. Safety & Accidents
10. Special Orders
11. Geography
12. Asking about & for tools
13. Consumerism
14. Review & Letter Writing

LEVEL II

8. Safety at the Workplace
9. Special Orders
10. Geography
11. Self Esteem
12. Autobiographies
13. Health & Nutrition
14. Review & Letter Writing

Level I was designed for students reading at the pre-primer through 3.0 reading level based on results of the Woodcock Test of Language Proficiency. This level contained basic literacy and language skills development exercises. There was also a strong emphasis placed on very basic writing skills. Most students who placed in this level had no, or very little, knowledge of the English alphabet and vowel sounds. They might have known how to write their name but not how to orally spell it out. Therefore, sometimes the hands on learning activities focus on correct language input like spelling and pronunciation of work related terms. Students

appreciated spelling tests; it gave them a tool to measure themselves by as well as competition with their classmates.

Level II was designed for the 3.0+ student whose needs were more related to second language learning as opposed to literacy. The needs and expectations of the students in this level were much higher than Level I students; there was more emphasis on writing, reading, and conversation skills. For reading in context, job related and environmental print materials (newspapers, magazines, and journals) were used extensively and were very popular with the students. The readings enabled them to relate their work in class to their job as well as develop knowledge of current events.

Both levels did exceptionally well when working with hands-on exercises related to their job. For example, during a Program Advisory Board meeting it was suggested that participants make safety signs. Consequently, a sign-making exercise related to safety on the job was developed. To construct the lesson, a safety sign catalog was provided by the Safety Director and participants were allowed to select the sign that was most needed in their area, for example, *Wear Safety Glasses at all Times, Danger, Slippery Floor, and Danger, Loading Truck in Area*. The exercise took much longer than anticipated but gave all the students the opportunity to be creative and to take job safety into their own hands. Students felt a great sense of pride in having their signs posted at work in their specific work areas; they had a sense of ownership in the company's ongoing safety measures. It also provided them with a feeling of pride when they saw the finished product posted in their work area. Finally, it was also a good break from the regular class routine. Sample lessons in Appendix F illustrate this activity.

Selected units and readings from appropriate commercially developed materials were also incorporated into the lessons to supplement the five step model and other job related topics. For example, ESL For Action by Elsa Roberts Auerbach and

Nina Wallerstein, Regents English Workbook by Robert J. Dixon, Sounds Easy! by Sharron Bassano, and the LEA Literacy Training Workshop handbook prepared by Osvaldo Grijalva, Maria T. Gomez and Ruben Ochotorena were used throughout the program.

With the exception of one or two lessons (i.e., geography and signs & directions), participants were enthusiastic and participated actively in the classroom. While it is not possible to include all of the lessons in this handbook, nor would they be of use to most practitioners implementing a workplace literacy program in other types of businesses, a representative sample of the lessons is included in Appendix F of this manual.

Overall, the five step whole language model worked very well for organizing the curriculum. Although the model had to be adapted in some cases, in general it provided the opportunity for participants to practice and improve their oral communication, writing and reading skills. Because of the constant group support that is inherent in the implementation of the five steps, participants also started having more confidence in their reading skills after approximately the fifteenth week. The oral readings were no longer threatening as students started reading words they previously could not understand or pronounce. Level II participants also started conversing more freely in English without fear of being ridiculed by their classmates when they made mistakes.

These lessons were designed based on the five step model discussed above, the results from the task analysis and the curriculum development meetings.

Recommendations for organizing lessons for workplace literacy curriculum follow:

1. From all the collected material, select and organize key vocabulary and expressions into themes for discussion. These themes are the basis for discussion during the Initial Inquiry.

2. Within each lesson, structure hands on learning activities to develop the listening/speaking, writing, and reading skills necessary for learning the themes presented during the Initial Inquiry. For example:
 - a. Listening/Speaking - chain, repetition, substitution and TPR (total physical response) drills work well in the lower levels. Oral presentations and readings in front of the class are recommended for the higher levels.
 - b. Writing - students copy things from the board, newspaper or other printed material; they also write their own sentences and paragraphs in a group or individually.
 - c. Reading - students read out loud, to themselves or pair off and read to each other. Make tape recordings of written materials used on the job, related to work or relevant in their personal lives. Students then listen to the tapes as they read the printed word. Reading at home about selected topics is also recommended.
3. Tie skill instruction to relevant work and life of the learners. For example, teaching isolated grammatical concepts in Level I (or any level) will confuse the group and cause disinterest. Use the class members' daily work experience and events in their personal lives as the background material for the lesson. Teaching the language as a whole; i.e., integrating oral and written language, and using the student's prior knowledge as a tool for instruction, is more relevant and time efficient for the learner.
4. In a bilingual setting, the instructor can facilitate discussion by speaking the participants' native language, especially in the lower levels. This will help students find meaning in the language, encourage more participation and help build a good rapport. Once participants feel at ease and comfortable in the classroom setting, they are more apt to want to speak English without fear of making mistakes.

EVALUATION

EVALUATION

Three types of evaluation approaches were used throughout the course of the program. They involved company officials on the Program Advisory Board, an external evaluator, and the participants' evaluation. Each approach is discussed in the following.

Company Officials' & Program Advisory Board's Ongoing Evaluation

An ongoing activity of company officials who served on the Program Advisory Board was to try to find the means by which to measure the effectiveness of the literacy program as it related to the company's goals. It was difficult to identify measures used by J&J Register to determine their company standards that correlated to the stated goals of the program. Initial meetings between the Company Liaison, Program Director and Program Coordinator were held to determine the company's goals for the literacy program and measures that could be used to evaluate how effectively those goals were achieved. The following goals were identified by the company:

- 1. Reduce quality rejection rate while increasing quality controls.*
- 2. Improve safety record.*
- 3. Reduce monetary credits issued due to errors in manufacturing.*
- 4. Increase employees awareness and compliance with work rules.*
- 5. Improve employee's ability to comply with nonstandard production requirements.*

However, by the end of the grant, it was determined that these goals could not be accomplished solely through the workplace literacy program for several reasons. First, the company underwent major organizational changes during the 25 week course which affected the program. Second, there was a 30% decrease in production (unrelated to literacy issues) which in turn led to a significant drop in

the number of employees at J&J Register from 350 to a little under 260. Several of the employees that were laid off were participants in the program. Finally, the measures that were initially identified to determine the effectiveness of goal accomplishment had major problems related to validity. The problems are outlined below.

1. The daily report used at J&J Register was a less than satisfactory means for measuring reductions in the quality rejection rate. Products are handled by several persons in different departments; a fault in quality standards cannot be traced to one individual, much less to individuals who are or are not participating in the program.
2. It is difficult to measure the decline or improvement of the safety record because not all accidents are recorded. Only lost-time accidents are measured; therefore, the data related to safety that was kept by the company was unreliable and could not be used to evaluate the literacy program.
3. J&J Register records the number and amount of monetary credits issued due to errors in manufacturing. However, after analyzing the cause of errors the Program Advisory Board concluded errors in manufacturing are due in part by employees who misread orders, but cannot be directly linked to illiteracy or non comprehension. Sometimes, employees' lack of concern for high quality products and ownership in the manufacturing process cause the error. Advisory Committee members agreed that the attitude of employee needed to be addressed along with building literacy skills.
4. Company officials agreed that even though there is a record of warnings issued to individuals if they don't comply with the safety rules, their compliance (or non compliance) cannot be directly linked to literacy. Again, an attitude problem may have to be dealt with separately.

Even though the goals identified by J&J Register Company were difficult to measure and to correlate with effectiveness of the literacy program, company officials were still satisfied that the program was a success. They recognized that

employees' self-concept was strengthened through participation in the literacy program, and they saw the tremendous gains in test scores that many employees had made. Therefore, they were optimistic that employees would stop, question, and even go as far as to return an order that did not meet standard quality requirements. Thus, productivity would increase, accidents would decrease, and job performance would improve even though these indicators may not be directly measurable. In addition, company executives were very well aware of the increase in morale of the participants, and they noted their satisfaction as an unintended accomplishment that was not originally a goal of the program.

Finally, it should also be noted that in general the success of any workplace literacy program is determined by the mutual and continual negotiation of the business and the education partner. Workplace literacy is in a developmental stage and needs to build upon information from formative, ongoing evaluation that is not always predetermined but evolves as the program does; summative evaluation that reports the outcomes of the program; and research that examines pertinent questions and studies the answers to those questions.

Participant's Evaluation

Halfway through the 25 week course, a survey designed to find out why so many participants (70%) had dropped out was given to all employees who had originally signed up, including those who dropped out. It was designed to find out why the attrition rate had steadily increased, how the program could be improved so that more employees would participate and what schedule would best suit the needs of the employees. The questions were presented in both English and Spanish. The following questions were prepared by company officials and the Project Coordinator:

1. Did you drop out or do you know anybody who dropped out of the classes? What was the reason for dropping out?
2. What could we do or how could we improve the program so that more employees would participate?
3. What would be the best or ideal schedule for you to participate in for an English class sponsored by J&J?

The reasons and percentage breakdown for the high attrition are outlined below:

- 40% - transportation problem
- 31% - scheduling problem or no time to participate
- 6.5% - too difficult
- 6.5% - attending other programs
- 16% - other

The 31% who dropped out because of scheduling problems gave reasons such as:

- *I have other things to do after work.*
- *I want to attend classes everyday, not just twice a week.*
- *I have to get home because my wife also works.*
- *Morning classes are better. In the afternoon we are all too tired.*

The other major reason for attrition had to do with transportation. It is estimated that over 50% of J&J Register Employees carpool to work. If the driver of a van didn't want to participate in the program, then those riding with him/her had no choice but to leave the program as well.

Reasons cited for how to improve the program were:

- *Offer classes closer to our homes.*
- *Provide books, not just handouts.*
- *Offer the program in the summer.*
- *Lengthen class time and offer class everyday.*
- *Have the company provide transportation.*
- *Have the company provide an incentive.*
- *Offer classes at the worksite.*

Obviously the program could not be designed to include every employee interested or in need of literacy training. But the reasons cited above are valid and the subsequent program at J&J Register Company will be refined to respond to some of these issues, especially the one related to giving incentives.

External Evaluation

The external evaluator, Ms. Anne Lomperis, carried out two evaluations of the program. The components of the external evaluation are outlined below. The outline is followed by a summary of each activity.

- 1. List of documents and background information reviewed by the external evaluator.*
- 2. The evaluation process used by Ms. Lomperis.*
- 3. Outline of activities carried out during the evaluation visits.*
- 4. Recommendations and Suggestions.*

1. DOCUMENTS REVIEWED

Before Ms. Lomperis' initial visit, she was provided with relevant background information on the project. The following documents were sent to her approximately 2 weeks in advance:

1. Project Proposal
2. Statement of Need
3. Project Description
4. Project Goals, Objectives and Procedures
5. Evaluation Design

6. Curriculum
7. Instructional Approach Used
8. Placement Instrument

Prior review of these documents helped her learn about the program and what areas she would evaluate. She applied this information to the evaluation process she used. This process is summarized in the following section.

2. EVALUATION PROCESS

The external evaluator used the CIPP model of Daniel L. Stufflebeam (1971, 1984, 1985). It is a four step process to evaluate:

CONTEXT

INPUT

PROCESS (summative)

PRODUCT (formative)

1. The **Context** step is designed to establish the context under which the program will operate. Questions like: "Is there a need and has it been documented?" and "What is the documented need?" must be answered. To evaluate this step the evaluator referred to the needs section of the proposal.
2. The **Input** process evaluates whether or not the plan of action fits the needs of the program. The objectives of the program should relate to the needs of the program. The evaluator referred to the project objectives during this step during the evaluation process.

3. The **Process** step evaluates how the program is implemented according to the original project plan. To evaluate this step, the evaluator observed the project's activities, tasks and methodologies.
4. The last step, **Product**, evaluates the outcomes of the project. Was it successful? Were the objectives met? To evaluate this step, the evaluator reviewed the outcomes of the program and the curriculum that was produced.

3. EXTERNAL EVALUATION ACTIVITIES

The visits made by the external evaluator were carefully planned to make the most of her time and to allow her to have time to review the program fully. The activities were the following:

1. **Entry Interview** - The Program Coordinator and Program Director met with the External Evaluator and provided her with background information, answered questions, and laid out the groundwork for what the evaluation hoped to accomplish.
2. **Curriculum review** - A review of the curriculum and how it was developed. The review also included details of the program such as the schedule, logistics, placement and assessments.
3. **Advisory Board Meetings** - The external evaluator attended both a Program Advisory Board meeting and a Public/Private Advisory Board meeting. Her presence and input served to stress the importance of extending the program at J&J Register once this model ended and also to evaluate the relationship between El Paso Community College and J&J Register Company. She made a presentation at the Public/Private Advisory meeting that outlined current trends in the workforce and called for the establishment of workplace literacy partnerships.

4. Private Interview with Company Officials - These interviews with company officials helped the evaluator assess the company's commitment to the program as well as the possibility of extending it. Ms. Lomperis met with the company's highest ranking official to measure his commitment to and support of the program. Also, she discussed the benefits that J&J Register had obtained as a result of this model program.
5. Class visits - These visits allowed the evaluator to see how the 5-step model was being applied with job-specific lessons and to see how it was being taught. Participants' response to the curricula was also reviewed.
6. Exit Interviews - These interviews served to recap the day's activities, review the results informally, and outline the contents of the reports.

4. RECOMMENDATIONS AND SUGGESTIONS

The recommendations and suggestions made by the external evaluator were based on the information, collected beforehand and during the visits she made to the program and her own wealth of experience and information on workplace literacy programs for LEP populations. The following outline is a summary taken from Ms. Lomperis' final evaluation report:

I. The Need.

A more careful, focused needs assessment should have taken place in the planning and design stages of the project. Also, for motivational factors, participants should be placed in more compatible groups.

II. Program Design.

A. Scheduling.

1. Time: *for this program the pre and post shift schedule fit the needs, but a pre shift is normally recommended when students are not tired.*
2. Length of Class: *change to a 1 hour daily class will be more effective for learning and retention.*
3. Length of Instructional Cycle: *10 weeks instead of 25 motivates students more.*

B. Location: *classes at the worksite help with an immediate association with job tasks.*

C. Attendance: *in this program, providing a tutor for lower levels was resolved. Students who felt classes were too difficult, dropped out but returned to the program and received special help from the tutor.*

D. Incentives for Participation: *attendance will also increase if company provides some release time.*

E. Class composition: *group classes in more compatible levels; more instructors are needed to deal with this problem.*

F. Learner Variables: *staff should be alert and make adjustments in program design, instructional approach or curriculum content.*

III. Testing: *Woodcock is not workplace oriented, developing one to deal with job specific instruction is necessary. ESL reading test is recommended.*

IV. Instruction/Approach: *5-step language approach is appropriate and effective, topics are relevant. Instructor is creative and talented but needs more transition between pronunciation practice and vocabulary found in lessons.*

V. Evaluation: *goals and objectives have to be appropriate to the need. Questions that need to be answered are: Is there a need for a literacy program to reduce errors? Or, is self-concept related to the errors in manufacturing?*

**SUMMARY OF RESULTS
AND RECOMMENDATIONS**

SUMMARY OF RESULTS AND RECOMMENDATIONS

Both the J&J Register Company and the El Paso Community College deemed the program to be successful because of the high gains in reading scores that employees made through participation in the program and the positive effect the program had on company morale. In the development of any new program there are always outcomes that are expected as plans are put into action and the program gets under way. However, there are also unforeseen problems that must be dealt with and, if handled properly, can make a program even more powerful. The following is a description of results that contributed to the success of the program that were both anticipated and not anticipated.

THE ANTICIPATED

1. High Gains

The project staff firmly anticipated gains in the participants' reading levels but not as high as those achieved. Not only the length of the course contributed to these gains, but also the high degree of motivation that participants demonstrated throughout the course. For 100 hours of instruction, the average gain was 1.06; the lowest gain was 0 and the highest gain was 2.8. The gains are based on the pre and post assessment results of the English component of the Woodcock Language Proficiency Battery.

2. Appreciation of Job-Specific Curriculum

Both life skills and job specific lessons were developed for this program but it was the job specific lessons that participants appreciated the most. Many of the

employees had been with J&J Register for several years, some more than ten years, yet they had never learned the correct pronunciation and spelling of many key job expressions and terms. For example, several of the supervisors had filled out accident reports forms without really understanding the logic of the questions on this form. Also, some of the workers never knew the exact difference between a diffuser and a register (products manufactured at J&J Register), until the vocabulary was introduced in a lesson having to do with size and dimensions. Participants also appreciated other job specific lessons, especially the ones that dealt with "Safety on the Job." Participants made their own safety signs for their work areas. Recognizing safety problems, creativity, and a sense of pride were all integrated into this activity. Sample lessons that outline the above activities are included in Appendix F.

3. Continuing Education

In general, participants that complete any of the LEA programs are encouraged to further their education by attending other programs in the community or through the College. A Vocational Education Literacy Liaison from the Literacy Center staff visited the J&J Register workplace classes and presented information about the different educational programs in which students could enroll. She assisted participants through the process of enrollment, by helping them fill out forms and applications for admission. The Liaison also followed up to make sure students were attending classes and were getting any assistance they needed.

Five participants from the model program enrolled in credit and non credit classes at the College, three enrolled in other Literacy Center programs and several others were referred to other adult education programs in their communities. This is an excellent indicator of how the model program served as an incentive for employees of J&J Register to pursue other educational goals.

4. Program Extension

The last section of this handbook, Program Extension, deals with this anticipated and positive result of the model program.

5. Improved Self Concept

Job specific lessons gave the participants the opportunity to talk about their jobs, what they do, what they like and even what they dislike about their work. To have them practice their communication skills in English, one of the lessons included a presentation on their jobs. To generate more interest in this exercise, the Media Consultant Specialist from the Literacy Center was called in to actually videotape the students at their job and also record their impressions and experiences with the program. The participants' self esteem was heightened by being videotaped on the job and then watching themselves on the T.V. screen. Their comments about the program and their job reflected the improvement they had made during the program and its impact on their confidence in oral expression.

A final reflection of participants' increased self esteem was a videotape presented to the Project Coordinator at the end of the program. The videotape was made by a participant from the Level I class in the first shift and it depicted all the participants and many other employees at work. This participant's creativity and willingness to put a tremendous amount of time and effort into the making of the 60 minute videotape was a clear indication of the positive self image he possesses. It also demonstrated a feeling of pride in his work which was possibly enhanced by participating in the literacy program.

THE UNANTICIPATED

1. Attrition

As indicated in the Evaluation section of this handbook, attrition in the program was high. Compared to other LEA statistics, the average dropout rate at the Literacy Center Programs is approximately 40% while the dropout rate in the model program was approximately 72%. The highest percentage of participants left the program because of lack of transportation or scheduling difficulties.

J&J Register Company, located in Horizon City, is approximately 14 miles outside the city limits of El Paso, Texas. Horizon City is an isolated, rural community; many of the employees at J&J Register live in other outlying communities while many more live within the city limits of El Paso. Mass transit is not available in this area and this isolation causes at least half of all the employees to carpool to work. As mentioned earlier in this handbook, it was very difficult to coordinate alternate transportation arrangements for those persons who wanted to participate in the program. The participants themselves were also not willing to seek alternate carpools. There was nothing that could be done to resolve this problem since the company was not willing to offer the program during company time.

A second reason for the high attrition was that the participants had to enroll in a level that was too difficult because of scheduling complications for the two shifts. Several of the participants worked hard to catch up with the others in the class, but many just gave up. A tutor was hired to help deal with this problem and work with individuals having trouble. In the next program, a ten week cycle will be offered for each shift instead of one 25 week cycle for both shifts. Those persons, who in the survey said they left the program because it was too difficult,

were contacted and encouraged to return to the program; seven of these returned and participated in the program.

2. Double Shifts

The original schedule was created by the Project Coordinator with the understanding that the program would be voluntary, not during company time and for only one work shift. However, to involve all employees of J&J Register, the program had to be offered to both the day and the night shifts. Because there was only one instructor, the levels had to be limited. Instead of four levels, only two levels were offered which, as mentioned earlier, contributed to the attrition problem. When the program is extended, the company will offer release time, allowing both shifts to attend at the same time, and two tutors for each class will be assigned. The details of this plan are outlined in the Proposal for Extension and in Appendix G.

3. No English on the Job

During the Needs Assessment and Task Analysis, it was clearly evident that the employees needed to improve their English skills and the company wanted this to happen. What did not surface was that there was no real need for employees to speak English on the job. With the exception of the front offices, all oral communication on the floor is done in Spanish. All supervisors are bilingual; consequently, if an employee does not understand an order or if someone speaks only English, a bilingual co-worker is called to translate or interpret. This process may be very time consuming, but even the plant manager has had to sharpen his Spanish skills to communicate effectively and establish strong relationships with his employees. It is possible that this situation may have contributed to attrition, even though participants did not cite this reason on the survey. However, if the

company chooses to operate with a predominantly Spanish speaking communication system, then the basis for wanting an English program is based on the goodwill of the company. This outcome has great implications for workplace literacy for LEP persons. The company was not able to provide an incentive, such as time off or pay increases, for participating in the program. The lack of monetary incentive, coupled with no English required for the job, may have also been a reason why the attrition rate was so high.

4. Competitiveness in the Classroom

When the dropout rate had peaked and only the group who finished the course remained, competition among these participants steadily increased. Several factors that may have contributed to this were: (1) the 25-week cycle was too long; participants needed a break; (2) at work participants had no real opportunity to apply and practice their English skills on the job; therefore, during class they wanted to excel and show off their skills; and (3) some employees transferred competitive behavior from the work environment to their classroom and caused slower learners to drop the class even though they were making adequate progress.

**SUMMARY OF RESULTS
AND RECOMMENDATIONS**

RECOMMENDATIONS

Based on experience gained as a result of developing and implementing the program, the following suggestions are offered for those who become involved in implementing workplace literacy programs:

1. **STAFF:** When working with LEP adults, try to have bilingual tutors or instructors, not so much to conduct classes in the native language of the participants, but to help participants feel that they can be understood in case they can't communicate their ideas and expressions. This also helps participants feel more at ease, especially in the beginning when the relationship between the instructor and participants is in the developmental stages.
2. **LIFE SKILLS AND JOB SPECIFIC CURRICULA:** Integrating life skills with job specific curriculum keeps participants motivated and helps them deal with personal and practical affairs on the job and in their communities. It raises their self esteem, as they begin to see themselves handling and dealing with life and work problems that are created by illiteracy.
3. **TRANSPORTATION:** Providing discounts or free bus passes if participants don't have their own transportation can act as an incentive. If the worksite area doesn't have mass transit available, help participants find alternate carpools or get the company to supply the transportation.

4. **KEY CONTACT PERSON:** Having one key contact person at the company is very crucial for the successful replication of this model program. This person can provide access to company policies and procedures of which the education partner must be aware. He/she will also support the development of the relationship between the partners. Additionally, this person can help set the agenda, which should be collaborative, for each advisory committee meeting and inform others of date, time and place.
5. **ESTABLISH NEEDS AND GOALS EARLY ON:** The needs of the company and of the employees must be established during the initial development stages; these needs should be used to develop realistic, achievable goals. The relationship between partners should also be symbiotic; the business partner and education partner should both establish needs, goals and expectations throughout the process.
6. **LITERACY TASK ANALYSIS:** A thorough literacy task analysis should be conducted to allow the partnership to identify any communication or manufacturing problems related to literacy in the early stages; it can also allow a literacy program to address and perhaps resolve the problems.
7. **INCENTIVES:** The company must be willing to provide incentives to motivate employees to participate. Company release time may help to avoid many other problems (attendance, attrition, transportation, etc.). Promotions or raises can also be offered as incentives.

8. SHORT CYCLES: Instructional cycles should be approximately 10-12 weeks in length. This will help participants look forward to a second cycle which also signifies progress and advancement. It also allows for greater flexibility in scheduling when there is more than one shift.

9. ESTABLISH A WORKING ADVISORY COMMITTEE WITH ALL LEVELS OF COMPANY EMPLOYEES FROM ALL LEVELS EARLY ON: Meetings with an advisory committee of managers, supervisors and workers must be held regularly at the worksite. These meetings should be designed to inform company officials of any changes, progress, or problems and also to get their input and help in implementing the program. Supervisors can be a tremendous support and they can help reinforce instructional goals on the job.

10. OBTAIN THE SUPPORT OF THE CEO: Executives can find money, space, and incentives for the programs. Workers can provide input valuable to the relevance of the curriculum and lesson plans. Finally, sensitivity to time constraints of the company is crucial; literally, time is money to a company.

PROJECT DISSEMINATION

PROJECT DISSEMINATION

Funding from the Texas Education Agency provided "seed money" for this model workplace literacy program and allowed El Paso Community College's Literacy Center to initiate and establish the program with adequate staff support. It also provided the initial resources to develop a strong, replicable program based on cooperation between the community college and private industry. El Paso Community College disseminated the model by presenting it at the following conferences: the Regional Adult Education Conferences and the State Directors' Conference sponsored by the Texas Education Agency, "Literacy For A Global Economy," a national conference sponsored by El Paso Community College, the Texas Association for Continuing Education Conference "Educating a Multi-Cultural America," and at "Literacy in Community, Building Coalitions, Networks, and Alliances," a conference sponsored by Texas A&M.

A technical visit was made by a representative from Amarillo Texas State Technical Institute and a representative from the Amarillo Chamber of Commerce, to discuss operational procedures of the model program. Furthermore, the model will also be utilized with the Rio Grande Health Clinic in El Paso, Texas; El Paso Community College will serve as the education partner in this effort.

With the support of the Public/Private Advisory Board, it is firmly anticipated that the project will be continued and replicated with a combination of college and private industry support. College staff will provide technical assistance to other companies interested in implementing the model. In addition, the Public/Private Advisory Board is developing a long-range plan for continued business support for workplace literacy programs in the El Paso area.

PARTNERSHIP EXTENSION

PARTNERSHIP EXTENSION

It is firmly anticipated that the project will be continued at J&J Register Company after the grant funding ends. Participant gains and recommendations concerning the continuation of the program helped influence company officials to support extension of the program. The participants' recommendations were put into letter form during the last week of class; these letters were presented to the Company President at the meeting described below. They are included in Appendix H.

Other factors in support of the program's extension were the results of meetings held with the Company President. The External Evaluator, Project Coordinator, Project Director, and Company Liaison met with the president to discuss the possibility of continuing the program. The results and recommendations were developed into a proposal with the following company goals:

- 1. To have J&J Register employees become better citizens.*
- 2. To have J&J Register employees become better employees.*
- 3. To have J&J Register employees reach a designated reading level in accordance with their abilities.*
- 4. To design a specific program for supervising employees.*

These goals will be attained through the implementation of the extension program designed specifically for J&J Register, outlined in the proposal, and are based on the results of this model program. See Appendix G for the proposal.

The last Program Advisory Board meeting reviewed the proposal before presentation to the Company President. The results of this meeting were very positive. Members of the Board applauded the efforts made by El Paso Community

College and are eager to implement the program again at J&J Register Company.

The program provided a strong and replicable model for cooperative efforts between the resources of the business community, J&J Register Company, and the resources of higher education, El Paso Community College Literacy Center, to address the problem of adult illiteracy and its impact in the workplace.

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APPENDICES

List of Appendices

- APPENDIX A** Sample Agendas
- APPENDIX B** Summary of Answers from the Public/Private
Advisory Board Meeting, Sample Letters of
Invitation, Sample Agenda
- APPENDIX C** Recruitment Fact Sheet & Flyer
- APPENDIX D** LEA Enrollment Form
- APPENDIX E** Student Demographic Charts
- APPENDIX F** Sample Lessons
- APPENDIX G** Proposal for Continuation
- APPENDIX H** Letters from Participants to the Company

APPENDIX A
SAMPLE AGENDAS

**ADVISORY COMMITTEE MEETING
WORKPLACE LITERACY**

**AGENDA FOR
THURSDAY, AUGUST 31, 1989**

- I. PRESENTATION OF GRANT BY CAROL CLYMER, PROJECT DIRECTOR
- II. PRESENTATION BY TESS SAENZ, PROJECT COORDINATOR, OF:
 - A. ASSESSMENT PROCEDURE
 - B. PLACEMENT OF STUDENTS
 - C. CURRICULUM FORMAT
- III. DISCUSSION OF RECRUITMENT AND FLYER DESIGN BY ADVISORY COMMITTEE
- IV. ESTABLISH SIGN-UP CONTACTS
- V. SET UP CURRICULUM DEVELOPMENT MEETING

**ADVISORY BOARD MEETING
WORKPLACE LITERACY PARTNERSHIP DEMONSTRATION
J&J REGISTER & EL PASO COMMUNITY COLLEGE**

**AGENDA FOR
MONDAY, DECEMBER 11, 1989**

I. OLD BUSINESS

- A. PROGRESS REPORT ON IMPLEMENTATION OF GRANT**
- B. UPDATE ON RESOURCE LIBRARY**

II. NEW BUSINESS

- A. ESTABLISHMENT OF THE PUBLIC/PRIVATE ADVISORY BOARD**
- B. PARTICIPANT ATTRITION DUE TO TRANSPORTATION & OTHER CAUSES**
- C. EVALUATION PROCESS**
- D. IDEAS FOR CONTINUATION OF PROGRAM ONCE T.E.A. FUNDING ENDS**
- E. OTHER**

**ADVISORY BOARD MEETING
WORKPLACE LITERACY PARTNERSHIP DEMONSTRATION
J&J REGISTER & EL PASO COMMUNITY COLLEGE**

**AGENDA FOR
TUESDAY, FEBRUARY 20, 1990**

I. OLD BUSINESS

- A. PROGRESS REPORT**
- B. UPDATE ON TUTOR**
- C. UPDATE ON LIBRARY**
- D. UPDATE ON PUBLIC/PRIVATE ADVISORY BOARD**
- E. EVALUATION RESULTS**

II. NEW BUSINESS

- A. VIDEO**
- B. LITERACY CONFERENCE (NATIONAL & REGIONAL)**
- C. OTHER**

APPENDIX B
SUMMARY OF ANSWERS FROM THE PUBLIC/PRIVATE
ADVISORY BOARD MEETING, SAMPLE LETTERS
OF INVITATION, SAMPLE AGENDAS

**SUMMARY OF ANSWERS TO:
WORKING SESSION QUESTIONS**

From Public/Private Advisory Committee

1. Why will businesses invest, or not invest, in basic skills, literacy or ESL instruction that might benefit their workers and improve productivity?

Businesses will invest to minimize turnover and increase the pool of promotable people as well as to increase quality & productivity.

Business may also invest because they feel a social responsibility and because the 90's will see a larger investment in human resources by large companies who are now seeing that their greatest asset is people.

Another reason for investment is that a less educated work force will require basic skills, literacy and ESL instruction due to the changing labor market which will require training to fill the higher skilled jobs.

Businesses will not invest because there are enough bilingual people in the community and in any given business setting to translate. Also, there are inadequate short term benefits for small businesses that may not be able to afford such programs and who don't have enough manpower to conduct business while instruction takes place.

Often companies don't realize the problem of illiteracy exists & how it affects the business. Also, the attitude is that the worker is easily replaced and companies don't see the cost benefit of investing in an educational program for their employees

2. What types of educational programs are businesses willing to support, under what conditions, and for what reasons?

If programs could be funded by external resources, businesses might be more willing to support educational programs. The state and federal government has many grants to support these types of programs, therefore, business and government should work more closely together.

These courses must be well developed so as to maintain the interest of the participants; they must also meet the needs of the group, offer daycare and transportation. It is also important that the teacher understand the needs and cultural background of the students. Those programs that benefit the company would also be supported. Also, if changes in technology, in the market or labor force take place, educational programs should be made aware of them in order to keep abreast and survive.

3. What changes are required in corporate planning, management practices, and other aspects of corporate culture to maximize the success of basic skills programs, and in particular, to link them to job-specific training, opportunities for advancement, and other aspects of investment in human capital?

Some changes would be to quit exporting work, instead strengthen the link between government and business and also include education to provide research and training. There must also be an analysis of future job profiles in order to plan for future job training.

Companies must commit to caring about and helping employees succeed and develop. They must explain to employees why it is important to speak English and also to write it. In addition, people in El Paso must realize that both English and Spanish are needed.

Marketing an education program is very important, management must be convinced of the long term paybacks of making an upfront investment since human investment is very difficult to quantify. Also, increased benefits would attract a better employee and would also attract higher level new employees.

4. How effective are workplace basic skills programs in achieving the goals of employers and employees and in achieving gains in productivity?

These programs can positively affect not only the skills of the worker but also the attitude.

The gains of employers are hard to measure unless done on a long term basis.

Dear :

Part of the Workplace Literacy Demonstration Project, funded by the Texas Education Agency and known to you at J&J Register as the 'Literacy Program', involves extending the program to other El Paso businesses and setting up an Advisory Board. We would like to invite you to serve on this board and provide input into extending the program for other El Paso companies.

We have scheduled our first meeting for Monday, May 21st from 11:30 to 1:30 p.m. at the Valle Verde Campus, room C003. This will be a working lunch. Please contact me or Tess Kissack at 534-4159 to let us know of your interest in serving on the Board and to confirm your attendance at the luncheon.

Sincerely,

Carol Clymer
Director
Literacy Programs

CC/ts

SS

Dear :

The Literacy Center at El Paso Community College is currently managing a Workplace Literacy Partnership Demonstration grant received from the Texas Education Agency. It specifically calls for the establishment of a working partnership between the college and local businesses to develop workplace literacy partnerships. Currently, we have a workplace literacy program with J&J Register, Horizon City, funded through this grant.

In order to expand the project for use in other El Paso businesses we want to establish an Advisory Board. We would like to invite you to serve on this board and provide input into extending the program for other El Paso companies.

We have scheduled our first meeting for Monday, May 21st from 11:30 to 1:30 p.m. at the Valle Verde Campus, room C003. This will be a working lunch. Please contact me or Tess Kissack at 534-4159 to let us know of your interest in serving on the Board and to confirm your attendance at the luncheon.

Sincerely,

Carol Clymer
Director
Literacy Programs

CC/ts

Dear :

We regret you were not able to come to the first partnership meeting held on Monday, May 21st. It was very productive and it clearly established the need for dialogue between business and education to take place. The answers to questions addressed have been summarized and attached for your review. I have also enclosed a packet with articles and information dealing with Workplace Literacy.

The luncheon served two purposes. The first was to get a general feel for the climate for such partnerships in El Paso in order to set up an advisory board with the people interested in pursuing this matter further. The second was to establish another advisory board for two federally funded grants with the Literacy Center, the Advanced Technology Center and the apparel manufacturing business.

We have scheduled our next meeting for Friday, June 15, 1990; it will be a breakfast meeting at 8:00 a.m. at the Cliff Inn. We will focus on the direction this advisory board needs to take and how to proceed. Let us know if you'll be attending. If you have any recommendations or questions please call me or Tess at 534-4159.

Sincerely,

Carol Clymer
Director, Literacy Programs

encl.

**AGENDA FOR WORKING LUNCHEON
ON
WORKPLACE LITERACY PARTNERSHIPS**

**MONDAY, MAY 21, 1990
11:30-1:30
EPPC VALLE VERDE CAMPUS**

- 11:30-11:40 INTRODUCTION BY DR. CAROL CLYMER,
DIRECTOR OF LITERACY CENTER
- 11:40-11:50 BACKGROUND ON EXISTING GRANT &
PARTNERSHIP BY DR. CLYMER AND
TESS KISSACK, PROJECT COORDINATOR
FOR WORK PLACE LITERACY
- 11:50-12:30 PRESENTATION BY ANN LOMPERIS,
CONSULTANT-LANGUAGE TRAINING DESIGNS
- 12:30-1:15 WORKING SESSION-GROUPS WILL ANSWER
QUESTIONS ON THE NEEDS OF WORKPLACE
LITERACY
- 1:15-1:30 WRAP UP

APPENDIX C
RECRUITMENT FACT SHEET & FLYER

**J&J REGISTER
ESL-WORKPLACE LITERACY**

FACT SHEET

- The money is coming from the Texas Education Agency. They only gave money to 2 colleges in all of the state, El Paso Community College is one of them.
- The classes are free and voluntary. All employees of J&J Register can attend the classes.
- Classes will meet twice a week (Monday and Wednesdays or Tuesdays and Thursdays) for 2 hours.
- A place will be picked that is convenient for students to get to on their way to and from work.
- The classes will be held either before students go to work (2-4) or after they get off (4-6).
- The teacher will be provided by El Paso Community College.
- There will be two different levels, an Entry Level and an Advanced Level.
- Teacher speaks Spanish, students should not have to worry about not being understood.
- Students will be placed in the levels and given their schedule after registration. Registration will be held at J&J.
- The classes will go on for 25 weeks starting October 30th. There may be some weeks off due to Christmas, Easter or any other holiday.
- The main objective of this program is to teach students skills (reading, writing, speaking) in English that will help them perform better on the job as well as skills in the same areas that will help them outside of work.

If you have any questions
call:

Tessie Saenz
534-4159
Literacy Center
El Paso Community College

**J&J REGISTER
ESL-WORKPLACE LITERACY**

INFORMACION BASICA

- El dinero para este programa viene de la Oficina de Educacion de Texas (Texas Education Agency). Solo dieron dinero a 2 instituciones en todo el estado y El Paso Community College fue una de esas.
- Todos los empleados de J&J pueden asistir a las clases. Las clases son gratis y los empleados van a las clases voluntariamente.
- Habra clases 2 veces a la semana (Lunes y Miercoles o Martes y Jueves) de 2 horas cada clase.
- Se va escoger un lugar al que puedan llegar facilmente los estudiantes cuando vayan al trabajo o regresen del trabajo.
- Las clases seran ya sea 2 horas antes de que entren los estudiantes al trabajo (2-4) o 2 horas despues de que salgan del trabajo (4-6).
- El Paso Community College mandara la maestra para las clases.
- Habra 2 niveles, uno para principiantes y otro para avanzados.
- La maestra habla Espanol, los estudiantes no se tienen que preocupar si no pueden entender Ingles.
- Despues de inscribirse los estudiantes, se les dara el horario y el nivel de la clase en que van a estar. Las inscripciones van a ser en J&J.
- Las clases van a durar 25 semanas y empezaran el 30 de Octubre. Habra algunas semanas sin clases como Navidad, Semana Santa y quiza algunas otras.
- El objetivo de este programa es de enseñarle a los alumnos como escribir, leer, y hablar el Ingles para que puedan desempenar mejor su trabajo y tambien que puedan usar el Ingles fuera del trabajo.

Si tiene Preguntas
Hable con:

Tessie Saenz
534-4159
Literacy Center
El Paso Community College

APRENDA INGLES!!

CLASES GRATUITAS!!

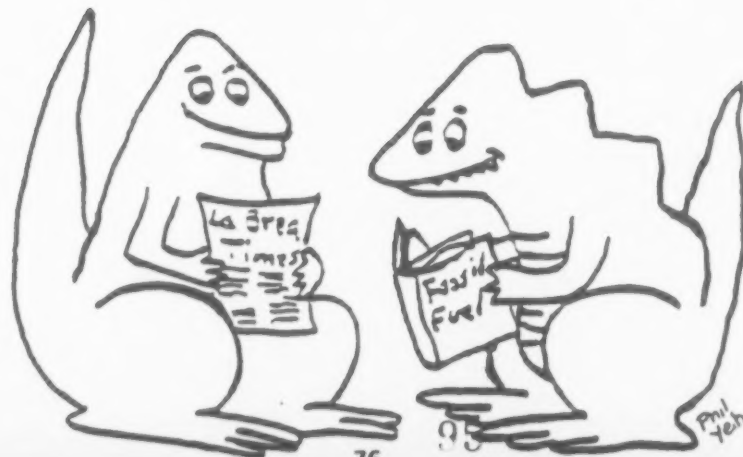
INSCRIBASE CON SU SUPERVISOR
INMEDIATAMENTE!!!

LAS CLASES SON DE CUPO LIMITADO
Y SIN COMPROMISO

EMPEZARAN EL 30 DE OCTUBRE, 1989
EN:

LA RECTORIA DE LA IGLESIA DEL
ESPIRITU SANTO

ESQUINA DE McMAHON & ACRA
HORIZON CITY



LEARN TO READ AND WRITE ENGLISH!!

CLASSES ARE FREE AND VOLUNTARY!!!

REGISTER NOW WITH YOUR SUPERVISOR

SPACE IS LIMITED!!!

CLASSES WILL BEGIN OCTOBER 30, 1989
AT:

THE RECTORY OF
THE CHURCH OF THE HOLY SPIRIT
CORNER OF McMAHON & ACRA
HORIZON CITY



APPENDIX D
LEA ENROLLMENT FORM

LEA ENROLLMENT FORM

☐ Placement with Volunteer Tutor	English ☐ R.L.	Spanish ☐ R.L.
☐ STEP I - Individualized Tutoring at Literacy Center Days: _____ Time: _____		
☐ STEP II - Class at Literacy Center Days: _____ Time: _____		
☐ STEP III - Self-Paced Tutoring at Literacy Center		
☐ Tele-LEA Class Days: _____ Time: _____ Site: _____		
☐ Level 1		
☐ Level 2		
☐ Level 3		
☐ Level 4		
☐ Intergenerational Class Days: _____ Time: _____ Site: _____		
☐ Learning Disabled Class Days: _____ Time: _____ Site: _____		
☐ Vocational Literacy Class Days: _____ Time: _____ Site: _____		
☐ Other: _____		
Date: _____		
Student's Name: _____		
Social Security Number: _____		
Amnesty Number: _____		
I.D. Number Issued: _____		
Address: _____		
City: _____ State: _____ Zip Code: _____		
Telephone: _____		
Emergency Contact Number: _____		
Age _____ Date of Birth _____		
Ethnicity: ☐ Hispanic ☐ Anglo-Saxon ☐ Indian ☐ Oriental ☐ Black		

Sex: ☐ Male ☐ Female

☐ Single ☐ Married ☐ Widowed

Single Parent ☐ Homemaker ☐

1. How many years of education have you completed?

years

2. Where did you attend school?

☐ U.S. ☐ Mexico ☐ Other Country:

3. How long has it been since you attended school?

☐ Never Attended ☐ 1 to 5 years ☐ 6 to 10 years

☐ 11 to 15 years ☐ 16 to 20 years ☐ 20+ years

4a. Have you ever gone to another adult reading class?

☐ Yes ☐ No

When? Where?

How long? months

4b. Are you now, or have you ever been enrolled in EPCC?

☐ Yes ☐ No

5. How did you hear about the LEA program?

☐ Television or Radio program or advertisement

☐ Family or Friends

☐ Other:

6. What primary purpose(s) do you have for improving your reading skills?

☐ to help my children with their homework

☐ to read business mail/items addressed to me

☐ to take the U.S. citizenship test

☐ for help in my present job

☐ to get a better job

☐ to enroll in school

☐ to be able to vote

☐ for personal satisfaction

☐ to take the GED test

☐ to get a job

☐ to establish legal residency

☐ to go to college

☐ to assist with vocational training

7. What time is best for you to take a literacy class?

☐ mornings ☐ afternoons ☐ evenings ☐ anytime 99

8. What days of the week are best for you to take a literacy class?

☐ M ☐ T ☐ W ☐ Th ☐ F ☐ Sa ☐ Su ☐ any day

9. What area of the city is most convenient for you to receive tutoring?

☐ Central ☐ West ☐ East ☐ Northeast ☐ LV

10. What is your vocational goal? (circle the topics students mention. If students don't respond, read them the list.)

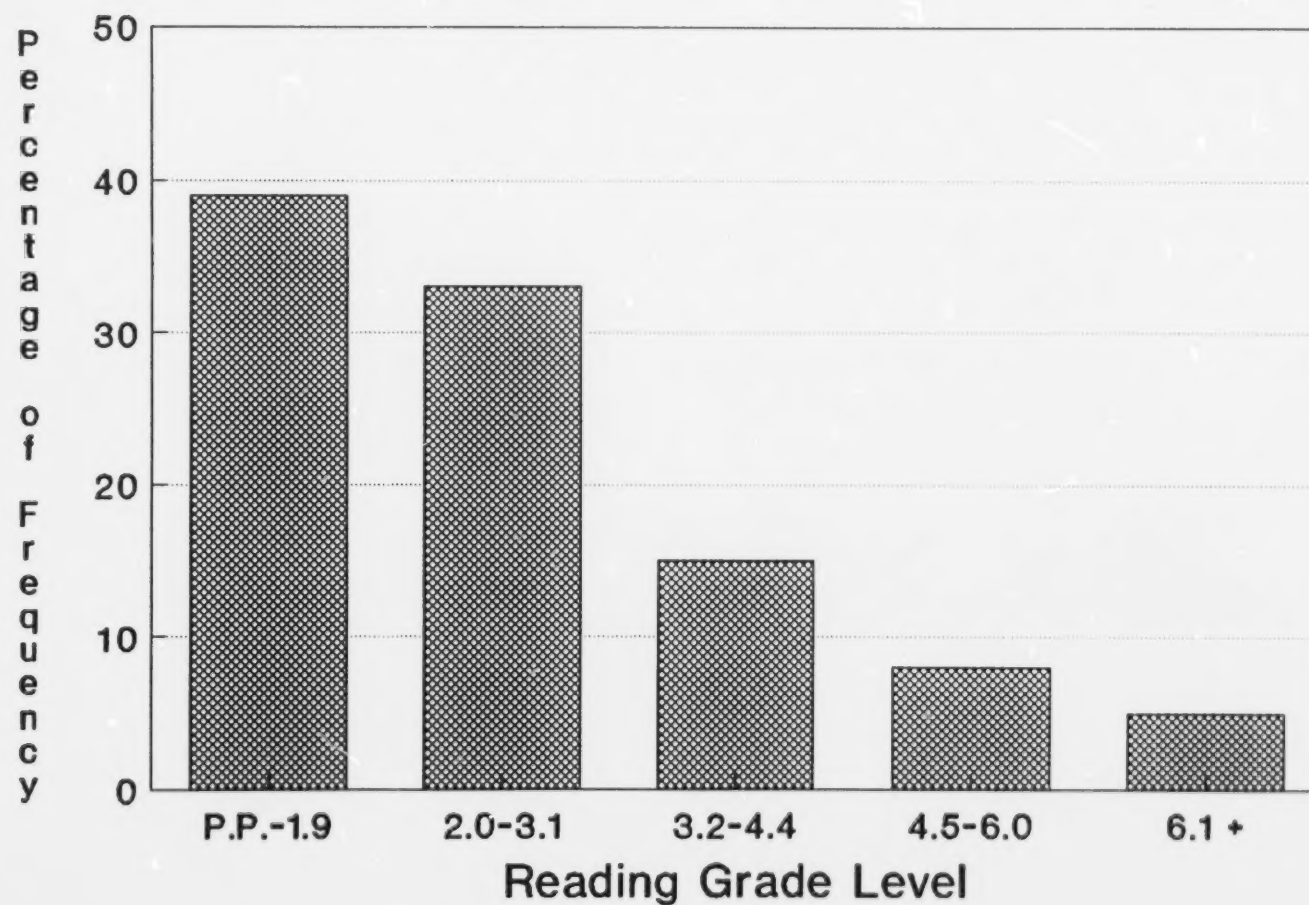
- | | |
|---|---|
| ☐ Accounting | ☐ Auto mechanics |
| ☐ Alteration/Tailoring | ☐ Aviation Technology |
| ☐ Child Development | ☐ Construction Technology |
| ☐ Court and Conf. Reporting | ☐ Commercial Art |
| ☐ Correctional Science | ☐ Cosmetology |
| ☐ Data Processing | ☐ Drafting/Design Technology |
| ☐ Dietetic Technology | ☐ Dental Assistant |
| ☐ Dental Hygiene | ☐ Educational Assistance |
| ☐ Electronics Technology | ☐ Emergency Medical Tech |
| ☐ Financial Management | ☐ Fashion Illustration |
| ☐ Fashion Merchandising | ☐ Fire Technology |
| ☐ General Business | ☐ Graphic Arts |
| ☐ Horticulture | ☐ Hospital Pharmacy Tech |
| ☐ Heating/Air Conditioning | ☐ Human Services |
| ☐ Law Enforcement | ☐ Legal Assistant |
| ☐ Institutional Food Service | ☐ Interior Design |
| ☐ Insurance | ☐ Management |
| ☐ Media Production Tech | ☐ Medical Records Technology |
| ☐ Machine Shop | ☐ Medical Lab Technology |
| ☐ Medical Lab Transcribing | ☐ Office Clerk |
| ☐ Nurses Aid | ☐ Photography |
| ☐ Ophthalmic Technology | ☐ Parapro/Hearing Impaired |
| ☐ Quality Assurance Tech | |
| ☐ Radiation Therapy Tech | ☐ Radiologic Technology |
| ☐ Respiratory Therapy Tech | ☐ Recreational Literature |
| ☐ Real Estate | ☐ Radio-TV Technology |
| ☐ Radio-TV Repair | ☐ Secretarial Science |
| ☐ Surveying | ☐ Solar Equipment Installer |
| ☐ Surgical Technology | ☐ Travel Counselor |
| ☐ Welding | ☐ Word Processing |

Student's Signature _____

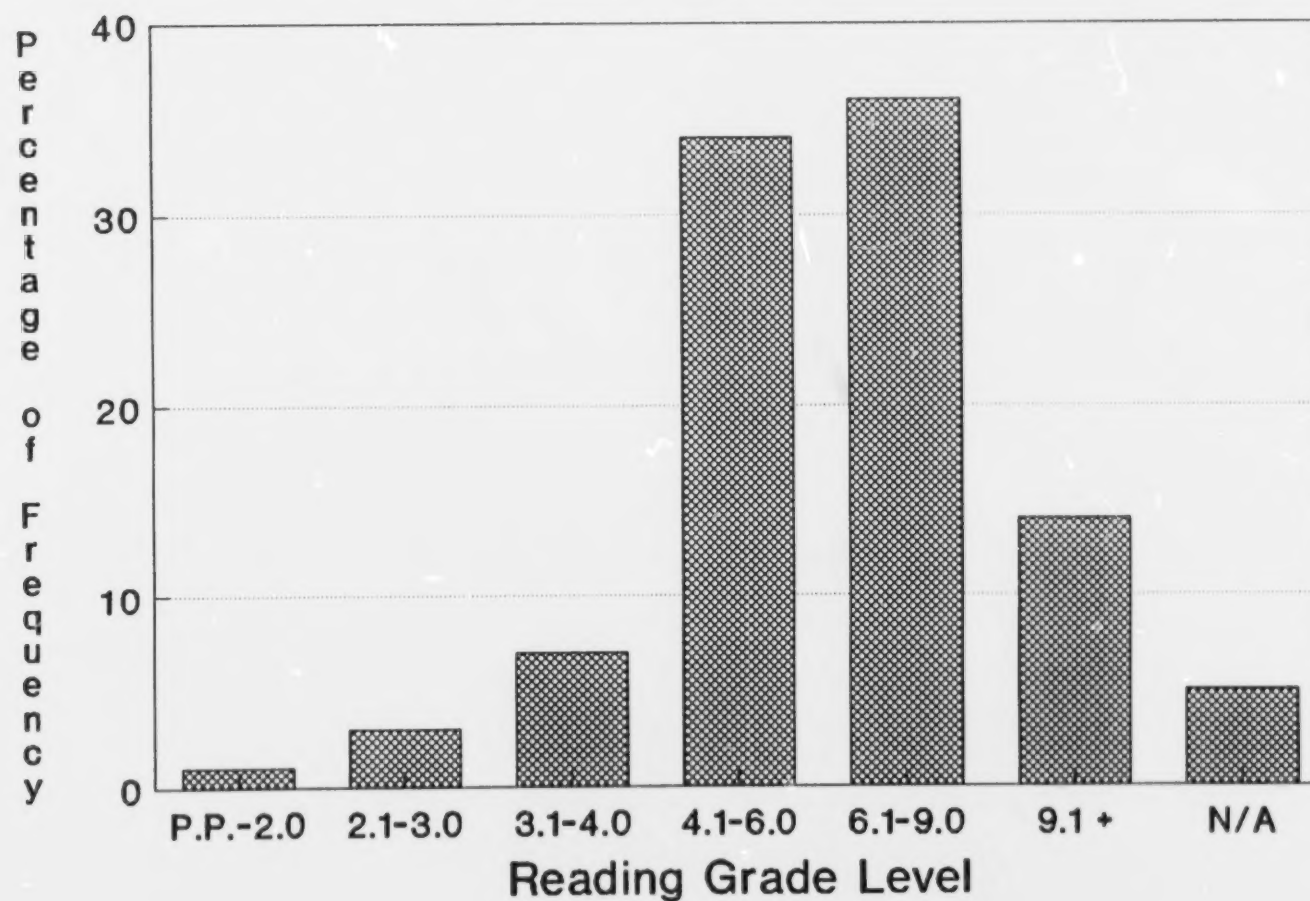
Intaker's Signature _____

APPENDIX E
STUDENT DEMOGRAPHIC CHARTS

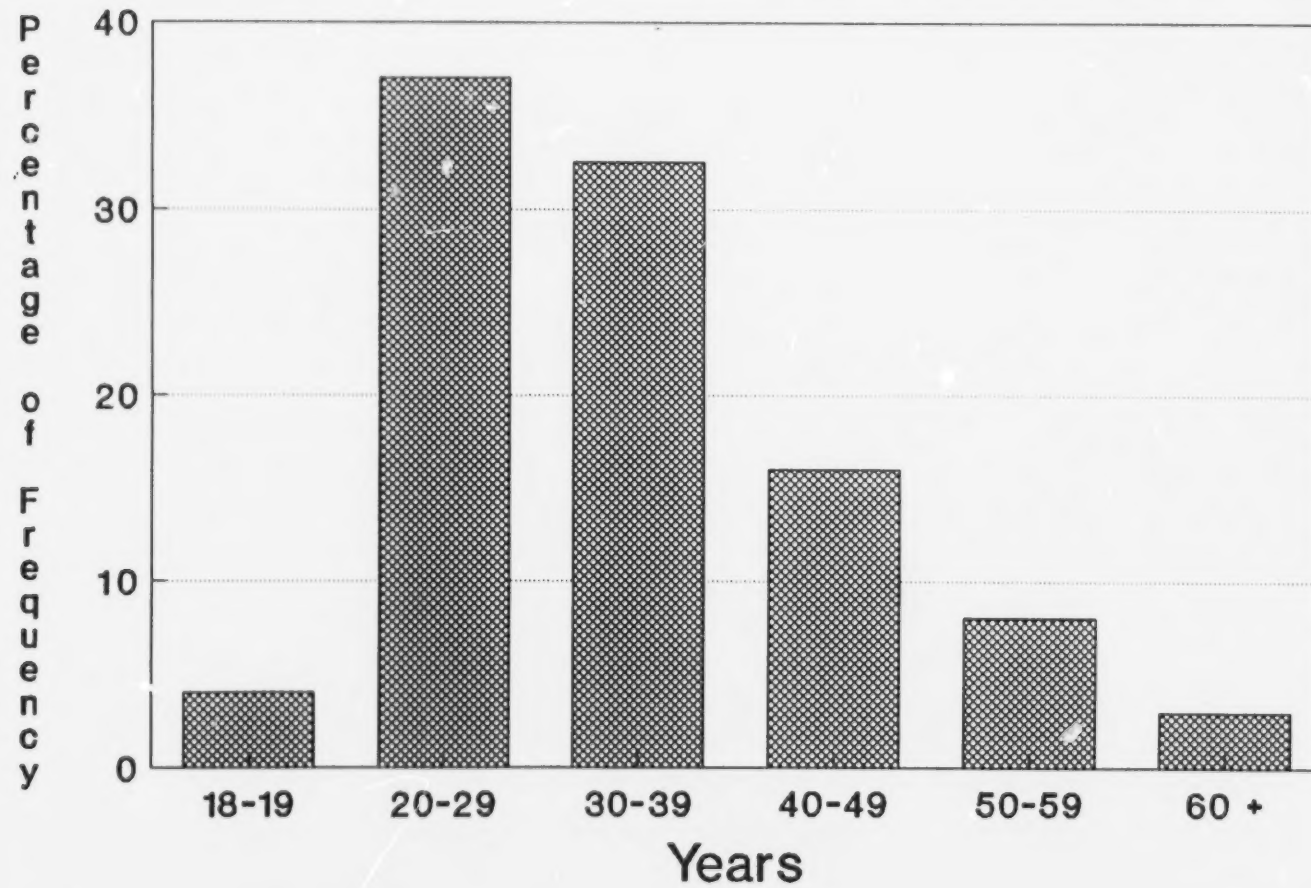
English Reading Level of Participants



Spanish Reading Level of Participants



Participants by Age



APPENDIX F
SAMPLE LESSONS

**J&J REGISTER
LEVEL I/ENTRY
LESSON 2A-ON THE JOB**

I. LEARNING EXPERIENCE

The same questions from the Initial Inquiry will be presented in this part of the lesson, focus, though, will be on question words:

WHO?
WHAT?
WHERE?
WHY?
WHEN?
HOW?
HOW MANY?

Students should copy them in their notebooks and make sure they understand them all. Teacher will then go on to ask them questions with each of the questions words. Questions will be very easy and basic. Students will write (as best possible) their answers on their own in their notebooks. Questions:

How many brothers do you have?
Who is your boss?
What is your favorite food?
When do you visit your friends?
Where do you live?
How do you get to work?
Why do you like to work at J&J?

Answers will be reviewed orally. Teacher will review on the board the more common mistakes made by the students. Students will practice these questions with a chain drill.

II. LANGUAGE EXPERIENCE

The topic of Good Work Habits will be introduced. Students will be asked to participate by discussing what they consider to be good work habits. What are the things that make a good employee? Are these the same things they would expect of an employee who worked for them if they had their own business? A language experience story will be written on the board by the teacher with the ideas that students come up with; students will be expected to copy it in their notebooks. New vocabulary will be defined before going on the the next part of the lesson.

III. READING IN CONTEXT

Students will be asked to individually read the Language Experience story aloud. They will also be asked the spelling and meaning of new vocabulary.

IV. HOME ASSIGNMENT

Students will be asked to make a short list of the things they like the most about their job. Their list can be short expressions/thoughts or they can write complete sentences. In any case their ideas should focus on the positive aspects of their job.

**STUDENT REMARKS TO LESSON 2A - LANGUAGE EXPERIENCE
GOOD WORK HABITS**

1. Being punctual.
2. Respect co-workers.
3. Get along with co-workers.
4. To be efficient.
5. Respect rules and policies.
6. Prevent accidents.
7. Pay attention.
8. Use safety glasses.

NEW VOCABULARY

1. weld register
2. supervise
3. put OBD clip
4. unload the registers
5. wrap
6. attach gasket
7. sweep
8. paint
9. spot weld
10. get material
11. assemble cores
12. assemble diffusors
13. hang registers

**J&J REGISTER
LEVEL I/ENTRY
LESSON 2B-ON THE JOB**

I. INITIAL INQUIRY

Teacher will remind students of when she first visited the plant for a tour of their work areas. All areas were visited and the different processes were explained to her. Students will be asked to participate in this Initial Inquiry by helping the teacher describe the different areas that students work in, especially what is done in those areas. As students list their activities teacher will classify them under the different manufacturing areas or work areas found at their workplace.

Key words: manufacturing process
sheet metal
press
assembly
paint
wrap & pack
shipping
spot welding

Students will be asked to list the different areas where their fellow students work, for example:

Raul works in shipping.
Mario works in steel assembly.
I work in the paint area.

II. LEARNING EXPERIENCE

There will be a review of the question words. Students will be asked to answer questions with:

WHO? WHAT? WHERE? WHY?
WHEN? HOW? HOW MANY?

These questions will be spontaneous and can be answered orally by the students. Teacher will call on students individually to answer these questions.

Students will be asked to get into pairs and ask each other questions with 'do', to prepare them for the drill they should write three verbs on a sheet of paper, those verbs will be the ones they use to make their questions.

Students will then be asked to do a chain drill using one or several of the questions they formed in the 1st exercise.

III. LANGUAGE EXPERIENCE

Students will be asked to break up into the different manufacturing areas and prepare a presentation of what goes on in that area; one student can be selected to write out the description and another student can be selected to present the groups' conclusions to the class.

IV. READING IN CONTEXT

The cartoon section the local daily newspaper will be copied and handed out to students, they should review it on their own before they are asked what certain words mean and if they understand the humor in the cartoons. Teacher will write any new vocabulary on the board.

V. HOME ASSIGNMENT

Students will be asked to find a cartoon in English, cut it out and paste it on to a sheet of paper, write out two lists at the bottom of the paper, one with words they don't understand and one with words that they do understand.

calvin and hobbes

by WILSON



-?-
discolored
spot
seems

words I know:

dear
want
look
rug

**J&J REGISTER
LEVEL I/ENTRY
LESSON 4-SHAPES & COLORS**

I. INITIAL INQUIRY

Key words:	red	green	round
	orange	blue	square
	white	black	triangle/triangular
	brown	purple	rectangle/rectangular
			oval
			octagon
	grille	shape	
	register	color	
	damper		
	diffuser		

With a color chart, teacher will introduce the basic colors and shapes. And with the J&J Catalog, she will introduce the vocabulary related to work. Students will be asked to copy them all in their notebooks.

II. LEARNING EXPERIENCE

Teacher will put these questions on the board:

What color is the register?
What shape is the blade?
What shape is the damper?
What color is the grille?

Teacher, with the help of the students, will put the answers on the board, using 'it'. The same questions and answers will then be put in the plural, using 'are' and 'they'.

What color are the registers?
What shape are the grilles?

Using several pictures of different types of registers and diffusers, teacher will hand them out and ask students to write descriptive sentences. Their sentences should be complete, for example:

The diffuser is rectangular.
The register is square.

Students should pay special attention to whether or not they should use the singular or plural.

III. LANGUAGE EXPERIENCE

Students will receive 5"x7" cards, on one side they should draw a shape and on the other the word that describes that shape. Once they have a set of cards. Teacher will ask them to pair off and practice drilling each other on the spelling of each shape.

Teacher will put vocabulary related to what is found in the class-site on the board. Students will be asked to write descriptive sentences. For example:

blackboard door

The blackboard is green and rectangular.
The door is brown and rectangular.

IV. READING IN CONTEXT

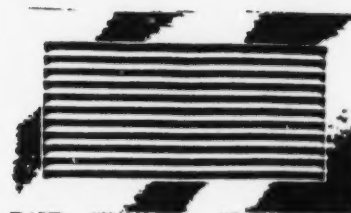
Not used for this lesson.

V. HOME ASSIGNMENT

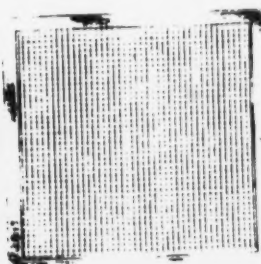
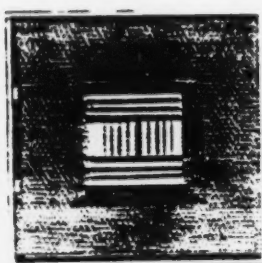
Students will be asked to write descriptive sentences of things at work or at home. Their sentences should include the color and the shape of the item they are describing.



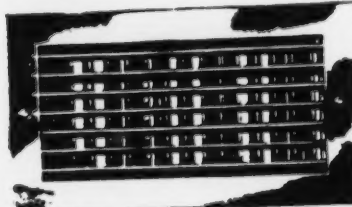
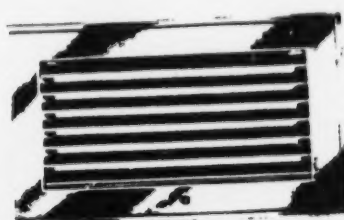
1. _____



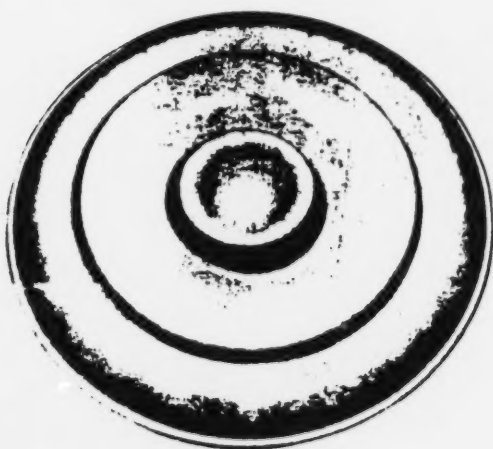
2. _____



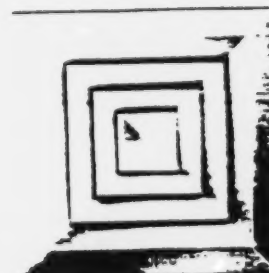
3. _____



4. _____



5. _____



6. _____

**J&J REGISTER
LEVEL I/ENTRY
LESSON 8: SAFETY & ACCIDENTS**

I. INITIAL INQUIRY

Key words: safety & health
policy & procedures
facilities & operations
performance
unsafe
ZERO ACCIDENTS
safety program
safety devices & apparel
accidents
comply/compliance
housekeeping

Class will begin by teacher putting the expression of Safety and Accidents on the board. Students will be asked to comment on this theme. Some questions for discussion might include:

What do students know about the safety program at work?
Do they feel their work environment is safe?
Are they safe workers?

Teacher will then write one of the above expressions on the board at a time, as each one is put on the board, discussion/comments will follow. Students will be asked to comment on the importance of each as related to the theme of 'safety and accidents'. Students will also practice spelling each of these aloud.

II. LEARNING ACTIVITY

The expression used when telling people how something should be done or for giving advice will be presented. Teacher will begin by asking students the following questions:

What should you wear all the time while on
the plant floor?

What kind of shoes should you wear?

Should you smoke?

Should you wear rings?

A substitution drill with this expression will be done for reinforcement, for example,

I should wear gloves.
You should wear earplugs.
He should wear a belt.
She should wear an apron.
We should wear work shoes.
I should be careful.

And in the negative:

You should not smoke.
They should not wear rings.
I should not wear canvas shoes.

Students will be asked to write their own sentences with should.

The auxiliary verb 'can' will be introduced in context. It is commonly used to ask for things,

"Can I have some gloves please?"
"Can you give me some gloves please?"

Students will repeat these two expressions after the teacher several times and also with the different safety devices. (earplugs, guards, tape, glasses, etc.)

Several items will be put on the desk (these items can belong to the students or teacher), and students will pair off and practice asking each other for these things.

III. LANGUAGE EXPERIENCE

Students will be asked if there are any recommendations that they would like to make to J & J in reference to the plant's safety conditions and or regulations. Each one will be discussed and reasons for why the recommendation is being made will be explored. When discussion dies down, teacher will write students' recommendations and reasons on the boards, students will be asked to read these aloud for practice and then copy them in their notebook.

Students will be asked to look thru the safety sign catalog and choose a sign that can be used in their particular work station. Teacher will provide materials for them to make it. (Cardboard, stencils, markers, scissors, rulers, etc.)

IV. READING IN CONTEXT

The safety rules and regulations will be handed out to students for reading orally in class. Students will take turns; teacher should make sure students understand all vocabulary.

For further practice students can be asked to write 2 or 3 each on 3"x5" cards and try to learn them.

V. HOME ASSIGNMENT

Students will be asked write sentences, at least 10, giving advice to a new employee. What should that new employee know about the job or about working at J&J Register.

Students can also write sentences with 'can', in reference to what they can/can't do or make.

FOR YOUR SAFETY

Safety is a personal problem-It is primarily your problem. After all the safety guards are put on machines and all the words on safety have been said and printed, we still know that a careful workman is the best safety device known.

J&J Register Co. tries to maintain safe working conditions and set up safe working practices. We are dedicated to this and solicit your help and cooperation to accomplish our objective.

Follow all safety instructions and those on safety signs throughout the plant. They will help you protect your health, your income and your future.

1. **BE SURE YOU KNOW THE SAFE WAY** - Be sure you know the safe way to do your job. If you are not sure ask your Foreman or Leadman. Never try to run any machinery or equipment except the one which you have been assigned.
2. **REPORT INJURIES** - Neglected minor injuries may easily become infected, with serious results. In the case of a cut, bruise, scratch, sliver or any other injury, no matter how minor, report to your Foreman. He will direct you to the First Aid station or company Doctor for immediate treatment.
3. **SAFETY SIGNS** - Obey their warning-they are for your protection.
4. **SAFE CLOTHING** - Loose clothing, long coats, long sleeves, ties and rings are dangerous, and must not be worn in the Plant near rotating machinery. Your Foreman will discuss with you the proper clothing for your job.
5. **HAZARDOUS EQUIPMENT** - Power trucks of any type, cranes and hoists are dangerous in untrained hands. Only persons specifically authorized by Foreman may operate and or ride on them.
6. **SAFE TOOLS** - Never use defective punches, wrenches, or other tools. Flying chips from tools with mushroomed or split heads cause many injuries. You should exchange or ask someone to repair defective tools.
7. **EYE PROTECTION** - Goggles and other suitable eye protectors are given so that you can wear them at all times.
8. **SAFE SHOES** - Foot injuries are painful and may disable you. Protect your feet by wearing proper shoes. Open-toed, canvas or thin soled shoes must not be worn; safety shoes are recommended.
9. **MAINTAINING AND ADJUSTING MACHINERY** - Do not oil, clean or adjust your machine unless you have authorization from your Foreman. Follow the instructions he/she gives you about turning off the machine and performing the work required.

10. **SHUTTING OFF MACHINERY** - Shut down your machine or equipment when leaving it, unless your Foreman tells you not to.
11. **ELECTRICAL REPAIR** - Only authorized persons are permitted to make electrical repairs. Report any need for electrical work to your Foreman immediately. Take no chances with electricity. Never try to make electrical repairs yourself.
12. **LADDERS** - Take no chances-falls are dangerous. Check your ladder before using it. Never use a defective one. Report it to your Foreman. Ladders must rest on a solid foundation.
13. **LIFTING** - The safe way to lift so as to avoid strains, is to bend your knees; keep your back vertical and lift with your legs.
14. **COMPRESSED AIR** - Do not use compressed air for dusting your clothes, hair, face or hands. This is extremely dangerous and strictly forbidden. When compressed air is used, constant care must be exercised to avoid injury from flying particles. As a further precaution, your foreman will tell you when you must wear safety glasses for protection from flying particles. Keep the nozzle pointed away from yourself and others. The pressure is sufficient to cause death if it enters your body.
15. **ATTENTION TO THE JOB** - Distraction of attention may cause injury. Do not talk to anyone while either of you is doing hazardous work, which requires attention to prevent injury.
16. **HORESEPLAY** - "Horseplay" of any description is unsafe and will be not tolerated.
17. **GOOD HOUSEKEEPING AND SANITATION** - Good Plant "housekeeping" is the foundation of safety. You are requested to do your part in helping to keep the following places clean and sanitary:
 - a. Your own work station and area.
 - b. Drinking fountains.
 - c. Toilets
 - d. Aisles
 - e. Parking lots and outside Plant property.
18. **SAFETY APPAREL** - Safety apparel must be properly worn when employees are engaged in operations for which it is prescribed.
19. **RUNNING** - Do no run on Company property. It is not safe for you or others.
20. **UNSAFE CONDITIONS** - Report immediately to your Foreman any unsafe working condition or fire hazard.
21. **SMOKING** - No Smoking Signs have been posted where necessary for the protection of our employees and property. They must be obeyed at all times.

22. **USE OF CHEMICALS** - Chemicals such as acid, caustics, etc., require special handling. Be sure that you obtain proper instructions from your Foreman before you handle any of them.
23. Safety Instructions issued by members of supervision must be obeyed by employees at all times.

**J&J REGISTER
LEVEL I/ENTRY
LESSON 11: ASKING ABOUT TOOLS**

I. INITIAL INQUIRY

This lesson will review questions that are used to ask about tools at the workplace. Students will volunteer vocabulary for the initial inquiry. This vocabulary will include the names of tools and machines that are used on the job. Students will copy it all in their notebooks and teacher will ask them to spell it aloud.

Key vocabulary:

(SEE HANDOUT)

II. LEARNING EXPERIENCE

Students will repeat the following questions after the teacher and fill in the name of a tool/machine in the blank:

What's this?	It's a _____.
What's that?	That's a _____.
What are these?	They're _____.
What are those?	They're _____.

Sorry, I don't know.

After students have mastered these questions and answers, teacher will put them on the board for students to copy in their notebooks. Teacher should also make sure students understand the difference between 'a' and 'the' as articles.

Students will be asked to pair off and get 3-4 objects each, then practice the above questions and answers.

The questions "What do you use it/them for? and What's it for" will be put on the board; subsequently, 'it' will be replaced with the names of different machines/tools, students will be asked to answer with the following expressions that the teacher will model orally for practice.

For _____ing _____
For drilling holes.

To _____holes.
To drill holes.

Another exercise for this lesson will deal with the prepositions and where things are located. With the question:

Excuse me, where's the hammer? (or any other tool)

It's over there, near the
next to the
by the
beside the
on the right side of the
on the left side of the
on/on top of
on the bottom of
under
over
on the top/middle/bottom shelf
behind
in front of

Teacher will use various objects in the classroom to illustrate these locations.

Students will pair off and ask each other 5 questions related to the location of things; they should first write them out and then practice repeating them.

III. LANGUAGE EXPERIENCE

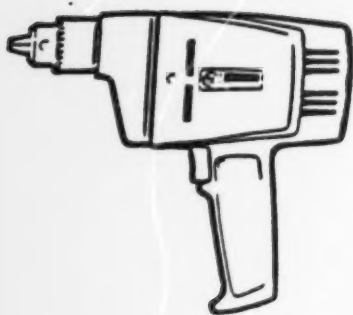
Students will be asked to get into groups of 3 and design the "perfect tool room". They should not only draw a sketch of what it would look like but also make a list/inventory of the tools and the amount of tools that it would contain.

IV. READING IN CONTEXT

Students will review advertisements from the different hardware stores (inserts found in the local newspaper), and look for tools that might be on sale.

V. HOME ASSIGNMENT

Students should study their handouts on the tools; also, learn the spelling of each.



ELECTRIC HAND DRILL



HAMMERS



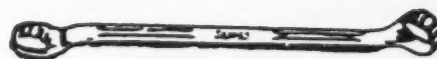
SCREWDRIVERS
Standard & Phillips



ADJUSTABLE WRENCH OR
CRESCENT WRENCH



OPEN-END WRENCHES



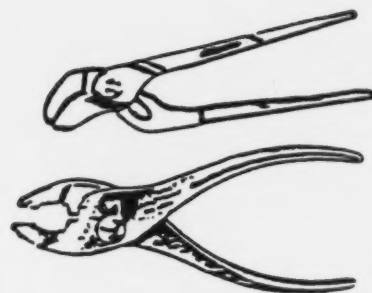
BOX WRENCH



CHISEL



WISE GRIPS



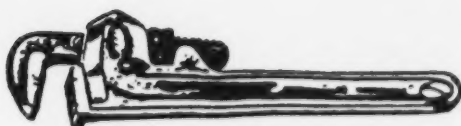
PLIERS



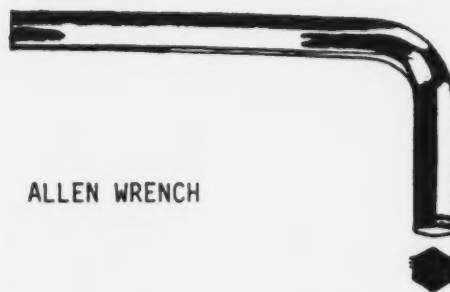
LONG NOSE PLIERS



TIN SNIPS OR
METAL SNIPS



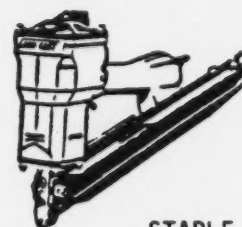
PIPE WRENCH



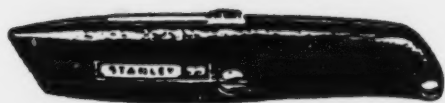
ALLEN WRENCH



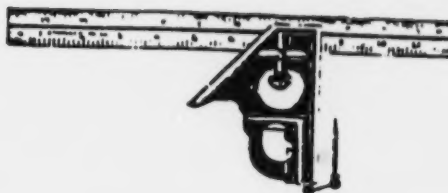
HACK SAW



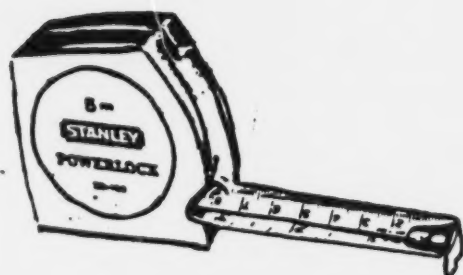
STAPLE GUN



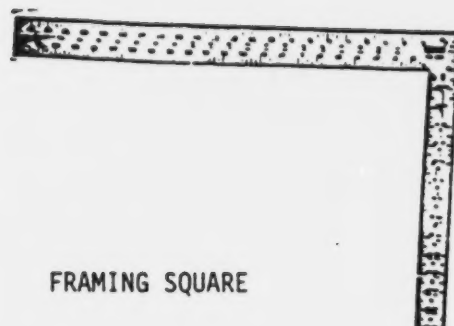
UTILITY KNIFE



T-SQUARE



MEASURING TAPE



FRAMING SQUARE

What's this?

What's that?

What are these?

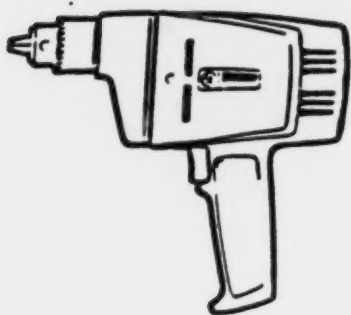
What are those?

It's a _____.

That's a _____.

They're _____.

They're _____.



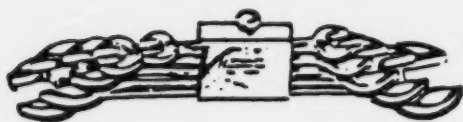
What's this?

_____.



What are these?

_____.



What are these?

_____.



What are these?

_____.



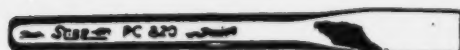
What's this?

_____.



What's this?

_____.



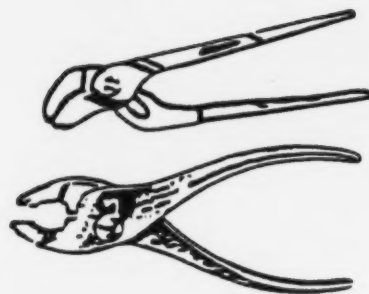
What's this?

_____.



What's this?

_____.



What are these?

_____.



What are these?

_____.



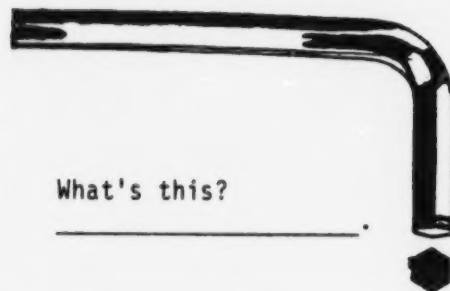
What are these?

_____.



What's this?

_____.



What's this?

_____.



What's this?

_____.



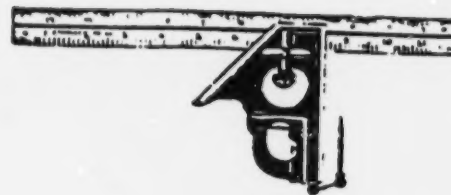
What's this?

_____.



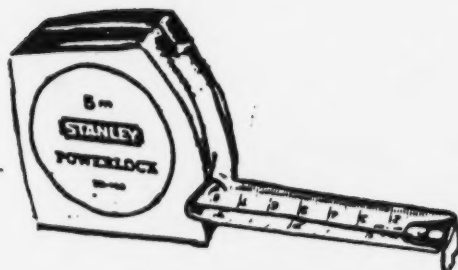
What's this?

_____.



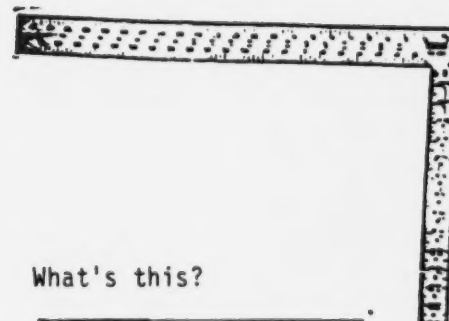
What's this?

_____.



What's this?

_____.



What's this?

_____.

**J&J REGISTER
LEVEL II/ADVANCED
LESSON 2A-ON THE JOB**

HOMEWORK REVIEW

I. INITIAL INQUIRY

Discussion in this lesson will focus on the things that students like about their jobs. What things attracted them to work for J & J Register? What things have kept them there? What do they like the most about their job? Some key vocabulary may include:

- benefits
- medical insurance
- life insurance
- dental insurance
- overtime
- nice boss
- good hours
- good pay

If students don't readily respond, perhaps teacher will have to rephrase the question to a hypothetical one.

II. LEARNING EXPERIENCE

Students will be asked to write a list of 5 things they did at work last week. Teacher will review some things she did at work by writing sentences on the board. Activity words (verbs) will be underlined; students will then be asked to write their own sentences.

III. LANGUAGE EXPERIENCE

Students will be asked to think of the things that make up a good employee. As students volunteer this information, teacher will write it on the board. Ideas and thoughts written on the board should be in complete sentences, students will be asked to copy it in their notebook. Discussion will then lead to whether or not the students have any of the above mentioned qualities.

IV. READING IN CONTEXT

Teacher will ask students individually and randomly to read the different sentences on the board aloud.

V. HOME ASSIGNMENT

Students will be given more exercises related to the simple past tense of regular verbs from the Regents Workbook 3, page 14.

**J&J REGISTER
LEVEL II/ADVANCED
LESSON 2B-ON THE JOB**

HOMEWORK REVIEW

I. INITIAL INQUIRY

The focus of this lesson will be on making conversation or small talk with their coworkers. Getting along with our coworkers is of utmost importance and learning about their personal lives makes us closer and can develop into a long lasting friendship. Teacher can begin this topic by asking students who are their friends at work? Do they see them often out of the workplace? What do they discuss at the workplace that is not related to work? Do they have time to develop friendships in the workplace?

Some key expressions that will be put on the board are:

How is your mother? your wife? your children?
What did you do this weekend?
What are you going to do this weekend?

Discussion may lead to whether students would they ever have this conversation with their leadperson/supervisor/foreman?

II. LEARNING EXPERIENCE

The formation of questions will be reviewed, only the 'do you' form will be put on the board for students to copy in their notebooks. Also, questions words like:

How many?
What (noun)?
Where?
When?
Who?

Students will be asked to write questions on a separate sheet of paper. These questions should reflect their interest to get to know their immediate supervisor/foreman better. These questions will be handed in to the teacher.

III. LANGUAGE EXPERIENCE

Students will be asked to imagine the perfect job. What would they do in their 'perfect job'? What time would they go to work? Where would the office/plant be? Who would be their boss? or, Would they be the boss? As students discuss this topic teacher will write a language experience story on the board; students will be asked to copy it in their notebooks.

IV. READING IN CONTEXT

Students will be picked randomly to read the above Language Experience story aloud.

V. HOME ASSIGNMENT

Students will be asked to write at least 8 questions with 'do' and the person 'you'. Students should only write the questions, as they will be answered at the next class.

J&J REGISTER
LEVEL II/ADVANCED
LESSON 4-DIRECTIONS (ON THE JOB & IN THE CITY)

I. INITIAL INQUIRY

The color and shape chart will be introduced to students for them to review the key vocabulary. New vocabulary will be related to traffic signs and directions-how we get around.

Key vocabulary:	north	go
	south	drive
	east	turn left/right
	west	make a left/right
		take
	get on/get off	
	get to/get from	

Teacher will incorporate the vocabulary into a paragraph describing how she gets to the class site from the office.

To get to the class-site from my office, I take Oregon street south to Wyoming St.. I make a left on Wyoming and get on the freeway. I drive east on I-10 about 20 miles and get off at the Horizon City exit. I make a left at the light and go straight. When I get to Horizon City, I make a right on Acra St., the Church is on my right.

Teacher will write this paragraph on the board and use it as an example to write their own paragraphs describing how they get from their homes to either the class-site or the workplace.

II. LEARNING EXPERIENCE

The use of get in the above context will be reviewed. When get is followed by a place is means 'to arrive'. For example:

I get to work at 7:30. (present)
I got home at 7:00 last night. (past)
On Mondays, she gets to work late. (present)
Yesterday, she got to work on time. (past)

The expressions 'get in', 'get on', 'get out', 'get off' will also be presented. Students will be given a handout to practice the uses of 'get'.

III. LANGUAGE EXPERIENCE

Students will be asked to pair off and write directions on how to get from their workplace to the airport (or any other well known place in the city). They should draw a map that goes along with their directions. If there are students that ride together, they should work on this project together. When they are finished they can take turns presenting their directions to the class.

Students will be asked to get into groups and discuss how certain products are made. The question "How do you make a linear diffuser?" can be put on the board to initiate discussion and then students will be asked to write out their directions. Each group will have to describe the manufacturing process of a product. Some key vocabulary will be put on the board, for example:

first then after that

IV. READING IN CONTEXT

The reading: U.S. Immigration Patterns, found on page 21, of E.S.L. for Action, will be handed out to students. Students will take turn reading orally.

V. HOME ASSIGNMENT

Students will be asked to write their own sentences with get. They can be in reference to what time they get to work, what time they get to bed, what time they get up, etc.

**J&J REGISTER
LEVEL II/ADVANCED
LESSON 8: SAFETY AT THE WORKPLACE**

I. INITIAL INQUIRY

OSHA
safe/responsible
safety/responsibility
attitudes
policy
effect/affect
paying attention
being safe

The above vocabulary will be introduced as discussion related to safety progresses. Students will be asked what they know about the safety program at their company. Is it strict enough? Are they happy with the program.

Perhaps one or two students can volunteer to define in their own words the above expressions. Other students can add their own thoughts. The purpose of this exercise would be to get the students talking in front of a group about something they are familiar with and have to deal with on a daily basis.

Students will be asked to add more vocabulary to the above list from their own experiences at J&J.

II. LEARNING EXPERIENCE

The verb need will be presented as in the sentences:

I need to be careful.
I need to be safe.
He needs to get material for the people.
She needs to finish the job today.

Teacher will ask students what they need to wear in plant at all times? What do they need to wear if they are a welder? What do they need to wear if they work in the pressroom? These questions will be answered orally and then in written form after students understand the concept.

Students will be asked to write their own sentences with need in reference to what workers need to do to be safe. Also the practice exercise on p. 93 of ESL for Action.

Students will also be asked to make a sign they feel they would like to have in their work area. It should be related to safety and in English. Teacher will provide poster board and markers.

III. LANGUAGE EXPERIENCE

Students will be asked to get into groups of 2 and write one or more safety rules they feel should be implemented/revised at their workplace. They should also include the reason why.

IV. READING IN CONTEXT

See pages 94 and 95 of ESL for Action.

Also, the 'Employer's First Report of Injury or Illness' (from J&J Register) will be reviewed orally; new vocabulary will be put on the board.

V. HOME ASSIGNMENT

Students will be asked to fill in the above report for homework.

APPENDIX G
PROPOSAL FOR CONTINUATION

**J&J REGISTER COMPANY
EL PASO COMMUNITY COLLEGE
WORKPLACE LITERACY PARTNERSHIP**

PROPOSAL FOR CONTINUATION

INTRODUCTION:

This proposal is to recommend the design, budget, and procedures for continuing the workplace literacy program that was developed through a grant awarded by Texas Education Agency to the El Paso Community College in 1989-90. This grant funded the development of entry and intermediate level courses for English literacy using a curriculum that was designed specifically for jobs at the J&J Register Company. Pre- and post-test results indicated a substantial gain in employees' language skills according to the Woodcock Test of Language Proficiency. (See attached chart with test results.) In order to continue the program and enable employees to continue improving their English literacy skills the following proposal is submitted to the Company's President, Mr. Chris Smith.

PROGRAM OBJECTIVES:

1. To offer four phases of ESL literacy instruction at the J&J Register Company over a 48 week time span.
2. To increase the reading levels of up to 100 employees so that 75% of those enrolled in the program will achieve a 5th grade English reading level by the end of the program.
3. To develop and offer a supervisory level English literacy course for select employees, that will improve communication between management and floor workers.

PROGRAM DESIGN:

The instructional program will be offered in a four phase sequence. Each phase will enroll those workers who have completed the previous phase and will be accomplished in a twelve week period for one hour of instruction per day. Classes will be offered from 3:30 to 4:30 p.m. so that employees from both shifts can attend. The company will give one half hour of release time to employees and the employee will contribute the second half hour.

The first phase will be geared to the lowest level readers and will be offered for those reading below the 2.0 grade level according to the Woodcock Language Proficiency Battery. The second phase will include instruction for grade levels 2.1 to 3.0, the third phase will be geared for levels 3.1 to 5.0, and the final phase will be for above 5.0 and supervisors. Below is a chart outlining the proposed schedule.

	<u>Time Period</u>	<u>Level</u>	<u>Class Size</u>
Phase I	8/13/90 - 11/2/90	p.p. - 2.0	20
Phase II	11/12/90 - 2/8/91	2.1 - 3.0	35
Phase III	2/18/91 - 5/10/91	3.1 - 5.0	40
Phase IV	5/20/91 - 8/9/91	5.1+ - Sup	15

BUDGET:

The following budget is based on hiring two instructors at \$7.50 per instructor who will work for 7 hours per week for 48 weeks. Two instructors will be needed because during phase one, the lowest level learners will require individual attention and specialized assistance. During phases II and III the classes will have to split into two sections to effectively work with the large numbers of students. For the final phase, the instruction will again have to be individualized and will become more accelerated for the Supervisors which will require two instructors. An additional 2 hours of prep and travel time per week is also included in the calculation for instructor salaries. Release time costs were determined by multiplying 2.5 hours times the hourly wage of \$4.25 times 12 weeks times the cumulative number of students for the phase.

Instructors Salaries

(\$7.50 per hr. X 7 hrs. X 48 wks X 2) = \$5,040

Instructional Supplies and Duplicating = 150

Release Time

(\$4.25 per hr. X 5 1/2 hr. class sessions
X 12 wks. X 20*) = 2,550
X 35*) = 4,463
X 40*) = 5,100
X 15*) = 1,913

TOTAL = \$14,026

* maximum employees allowed to participate in each phase

PROCEDURES FOR IMPLEMENTATION:

The following procedures for implementation have been specifically developed for the Workplace Literacy/ESL Partnership between J&J Register, Division of Philips Industries, and El Paso Community College, Literacy Center.

1. J&J Register will establish the guidelines by which employees will be allowed into the program, i.e., seniority, absenteeism, level, position, etc.

2. The El Paso Community College Literacy Center will have the following responsibilities:

- a. Hire and supervise professional, qualified staff (teachers/tutors).
- b. Pre and post assess at J&J Register all program participants by professional Assessment Specialists.
- c. Prepare and develop curriculum for each phase as needed, based on existing materials developed for the model workplace partnership program.

3. The staff hired by E.P.C.C. Literacy Center will report to J&J Officials any participant's:

- a. unexcused absence,
- b. excessive tardiness,
- c. lack of interest, and or,
- d. horesplay or goofing off during class time.

An excess of 3 warnings due to any of the above will warrant participant's elimination from the program.

4. The Literacy Center Director and J&J Register officials will select an Advisory Board whose purpose shall be to make suggestions, recommendations and provide input into the program as it progresses. Quarterly progress meetings shall be held at J&J Register.

5. The Company and E.P.C.C. will jointly establish a procedure which measures appropriate progress to ensure that employees are utilizing the time effectively.

APPENDIX H
LETTERS FROM PARTICIPANTS TO THE COMPANY

Manuel Aceves
8817 Old County Rd.
El Paso Tx. 79907

May 8 1990

Dear Mr. Porter

I am grateful that you started an English class for this company and I hope that you will continue this class.

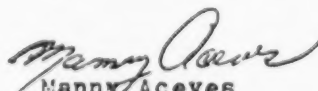
The reason why I want to continue my English class is because I want to work en the offices of J & J - Register.

I graduated as an accountant from a school in - Juarez, Mexico I want to continue the class so that I can work as an accountant.

I will speack with the other employers of our - company that do not speak English so that they can participate in our class.

I am sure that with you help we can improve our selves and our skills at Phillips Industries.

Your Sincerely
Shipping Leadman


Manny Aceves

May 7, 1990

Dear Mr. Porter:

We appreciate your support and help with the English program but 25 weeks is not enough time to learn English.

In the 25 weeks we have learned many things about the English language. How to read and write the alphabet and vowels, how to read and understand things related to work like tools, safety rules and memos.

We would like J & J Register and Philips Industries to support the continuation of the English program for the following reasons:

1. Sometimes we need to talk to the J & J salesmen and we can't.
2. We want to communicate with the English speaking people at J & J and in our community.
3. The language of the U.S.A. is English and we live in the U.S.A.

We are committed and dedicated to learning English. We hope you will consider the possibility of having an English program at J & J Register. Thank you.

Sincerely yours,

Bonifacio Romero
Bonifacio Romero

Valentin Romero
Valentin Romero

Raymundo Martinez
Raymundo Martinez

Saul Ochoa
Saul Ochoa

Bernardo Galindo
Bernardo Galindo

May 3, 1990

Dear Mr. Porter:

I appreciate your involvement in the english program. This program has been very helpful. It has helped me speak english more clearly, and understand more. My writing has also improved and I can read and understand more when I read the newspaper. The program has also helped me fill out my paperwork better, specially the accident forms and warnings.

I would like for the program to continue so that we can keep on studying and improving our english skills. I would like to be fluent in english so that at the Supervisor Meeting I can participate more in the discussions and also be more useful to Philips Industries in the job that I carry out.

Finally, I would like to say that it is very important for the worker to know and feel that the company is concerned about him.

Sincerely,

Ernesto Cano

